

RECREATION

— March 1942 —

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Hobbies for Defense

By Irving Bacchus

Through Neighbors' Doorways

By Jane Farwell

The Wiser Use of the School Plant

By Philip L. Seman

Recreation Kits for Air Raid Shelters

An Old World Easter in a New World Setting

By Ruth N. Mance

Volume XXXV, No. 12

Price 25 Cents

Vol. 35

MARCH 1942

No. 12

RECREATION

Published by and in the interests of the National Recreation Association
formerly named Playground and Recreation Association of America

Published Monthly

at

315 Fourth Avenue, New York, N. Y.

Subscription \$2.00 per year

RECREATION is on file in public libraries and is indexed in the
Readers' Guide

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Entered as second-class matter June 12, 1929, at the Post Office at New York, New York,
under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in
Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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Land Ho! Land Ho! Land for All the People

WHAT I LIKE to think about, as I send my wartime gift to the National Recreation Association, is that I am helping to keep alive what is most distinctive of America and what is very beautiful, what in part makes America worth fighting for.

Several thousand people have given their land in America for parks and recreation—land along the ocean, on the lake, by the river, on the mountain top; wooded land, desert land, land with wild flowers, land where birds find sanctuary; land in the crowded city, land far away in the wilds—but always it is land for the people, for all the people, for the use of people, land for happiness, land for finding one's self, land for doing what one wants most to do in the way one wants most to do it.

Much of this land has been given. Much has been voted by the people—often by overwhelming votes. All the people caring for all the people, wanting them to be happy. Here is no attempt to curb the people, to police them, to control them, no attempt to make them over in the image someone else or some group has determined for them but an effort to free them to sing, and dance, and put on plays and grow flowers, and create beauty with their hands as they themselves choose, to become what they themselves want to become; if you will, to give God's spirit within man a chance to come out in a friendly atmosphere.

In the old days each tribe had its land, each family its land. Man was fully man only as he had a bit of soil, as he got his fingers in the dirt. His strength was as the strength of ten as long as he was close to the earth. Most men long to get back to the land. Most men now must earn their bread elsewhere. But the longing remains.

And so men buy land and give it to the people in perpetuity—forever and forever, that children may play, that young men and young women in springtime may court, that old men and old women may sit upon the benches and watch their neighbors go by.

And land there is that has belonged to all the people for a thousand years and will go on belonging to all for thousands of years to come—the people's land a gift eternal—giving ownership to all. The people's land like a light burning forever and forever, land restored to the tribe, never to be taken from the members of the tribe, binding all men together in common ownership of the land that is dedicated to them.

A rainbow in the sky and a promise that floods shall come no more. Park and recreation land and brotherhood shall not cease from the earth.

War is desolation and desolation is upon us. Yet land, buildings, and facilities to the value of six billion dollars have in the United States been set aside for all the people—a token of common brotherhood.

Land in sight—land in sight—and Columbus discovered America!

We too see land—acre upon acre and all these park and recreation lands held for all the people.

They also discovered America, they also discovered land and its true use who gave it, who voted it as recreation land for all the people.

The National Recreation Association is dedicated to holding this discovered land in wartime and in peace time for all the people forever.

When I contribute to the National Recreation Association in wartime I like to think I am giving to keep effective the use of all this land that is dedicated to the people who are America, to keep it a sacred trust for all the people, to keep it out of politics, to save it for the time of peace, to see that it is used to keep the American people free.

Howard Braceher

March



Courtesy New York City Department of Parks

Photo by Richard Enright



By

IRVING BACCHUS

Ft. Worth, Texas

"Keep 'em hobbying" is the slogan suggested by this writer for the home front, as he tells of some of the contributions which American hobbyists are making to the winning of the war

Hobbies for Defense

SPARE-TIME INTERESTS are playing a vital role in the present conflict and represent a contribution whose preparation was under way many years before Pearl Harbor.

In 1926, trans-Atlantic flights fired the imaginations of young and old. Enthusiastic youngsters cast their eyes skyward, flung awkward toy airplanes into the discard, and began the construction of flying models, using balsa wood and tissue paper. Poking into aerodynamics and weather study they created rubber-powered "jobs" that executed astonishing soaring performances. The gas motor was streamlined for tiny models—by the hobbyists themselves—and soon radio waves were harnessed to control the midgets in flight.

The Pearl Harbor incident found 2,000,000 model airplane enthusiasts and thousands of fine young men "graduates" who landed with a running start in military aviation because of knowledge gained in mastering the technique of model aerodynamics. Many have been molded into pilots and hundreds have taken over the all-important ground chores. Thousands are in airplane factories

where their enthusiasm is a natural stimulant to production.

"Keep 'em modeling," is a slogan which has come from military leaders. Secretary of the Navy Frank Knox has assigned young model hobbyists the task of building 500,000 miniatures for the armed forces. Ten thousand models of fifty fighting ships are needed to train personnel in aircraft recognition and range estimation in gunnery practice.

Civilians need models for study in recognizing the differences between friends and enemies. Hundreds of model clubs throughout the United States are accepting the challenge and are now producing shining models which testify to the fifteen years of development by young Americans who played for fun—not by governmental decree.

To the American hobbyist goes much credit for development of motorless ship flying. Hordes of gliders were towed to Crete by German bombers and assumed an important part in the occupation of that island.

A glider flight of fifteen minutes was an American record in 1929. Steadily the amateurs pushed the sport. The Soaring Society of America was organized in 1932 to promote the movement. Army and navy officials began to observe the progress. Today the experience and personnel of more than a

hundred local clubs is at the command of the United States government, and military gliders are being constructed that will ferry a score of fully-equipped soldiers.

Nothing is more vital in "getting there fustest with the mostest men" than lines of communications. Here again the hobbyists have set an example. America had been at war but a few hours on December 7th, when George L. Bailey, President of the Amateur Radio Relay League, in accordance with defense plans, telephoned the amateur radio key station, WIAW, to broadcast an immediate request for the shutdown of all "ham" stations—an obvious wartime necessity. Twenty minutes later all amateur bands were silent.

Thousands of these same hobbyists who went out of action that night have enlisted in the services and become the voice and ears of Uncle Sam. Many times America's 55,000 radio hams have proved their worth, establishing emergency communications in times of disastrous fires, floods and earthquakes. A few key stations may be used for emergency communications during the war. Others are aiding in vital radio training courses set up to produce the enormous number of technicians needed.

The eyes of the services include recruits from America's most popular hobby ranks—the photographers. The United States has 20,000,000 camera fans, and many finely trained experts have plunged into the armed forces. The Amateur Cinema League and its members are encouraging the defense effort through ingenious home movies which depict the American way of life we are protecting. Careful to practice the restraint necessary for camera lovers in wartime, this hobby group is proud of its ability to serve.

Remember Cher Ami? This courageous little homing pigeon completed a dangerous flight from Major Whittlesey's Lost Battalion during World War I and brought rescue to the beleaguered outfit. Although superceded by radio, telephone and telegraph, the carrier pigeon is still an integral part of army communications, particularly over short distances. The significance of this fascinating activity is evidenced by the fact that the army command authorizes one pigeon company for each field army. More than 30,000 pigeon hobbyists in a thousand flourishing clubs are at Uncle Sam's command and subject to call. An innovation in pigeon breeding introduced since the last war is a bird of mottled gray and dusky white which effects a clever camouflage.

From home workshops another army of hobbyists has rushed to the war effort. During the two decades of serenity, thousands of Americans leisurely developed precision skill in private workshops. One such craftsman is now engaged in producing small parts for a defense contractor. Many are being classified for similar tasks, or are pursuing their hobbies in factories where skilled labor is a prime need.

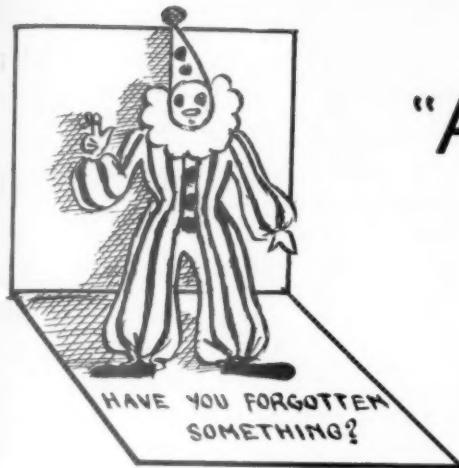
Unraveling word mysteries is the hobby of American Cryptogram Association members. This unique diversion assumes added importance in wartime, and advanced cipher fans are in position to answer Uncle Sam's call for more code students.

In normal times the hobby of studying and raising silk worms might appear of no special importance. Mrs. Haig Vartanian of Philadelphia for a decade has pursued this interesting avocation. Now, with our silk supply disrupted, the government is taking a special interest in the activities of this industrious hobbyist.

Is America soft? Thousands of young men whose hobbies have promoted the development of physique are refuting the charge. Participation in active sports has shown a marked increase in America as working hours have been shortened, and today Uncle Sam can command as much physical prowess as any nation.

How can the individual hobbyist promote victory? One answer is by continuing his hobby interests. The maintenance of a vital equilibrium is important. Sane civilian attitudes must be fostered. A few minutes spent daily in relaxing hobby pursuits enables one to pursue his daily toil in a more cheerful and competent manner. Thus, another slogan for the home front is "keep 'em hobbying!"

The airplane models which the Navy Department has asked American high school youth to make for continuous use in the training of naval combat forces must be built with scientific precision and accuracy, it is pointed out. Plans and specifications are being prepared by the Navy's Bureau of Aeronautics. Some are being supplied to the United States Office of Education under whose auspices the program will be administered in cooperation with state departments of education and local school systems. To students completing stated quantities of models which pass inspection, the Bureau of Aeronautics and the Office of Education will award certificates acknowledging the importance of the work and its value to the Navy.



"Alas, Master!

For It Was Borrowed"

By MARGUERITE ICKIS

MOST OF US, scanning the quotation which gives us our title, will have some fellow feeling for the man who spoke these words several thousand years ago. We can enter immediately into his predicament because most of us have had, at some time or other, by reason of carelessness or some mischance, the experience of borrowing something we could not return. The man in the story, however, (which, by the way, you can find in the Second Book of Kings, Chapter 6, Verses 1-7) had the great good fortune to be in the company of Elisha, the Prophet, when the head of the borrowed ax with which he was chopping at a beam fell into the water. Then it was that he cried "Alas, Master! for it was borrowed." Elisha, taking pity on his plight, cut a stick and cast it into the water, whereupon "the iron did swim" as the ancient writer delightfully phrased it.

This story has always seemed to us to be far more effective than the words of Polonius, so often repeated. He sounds like a "stuffy" moralist, and true though the admonition is, we feel that the Bible story is more applicable to everyday life for, according to Polonius, in "Hamlet," one should

"Neither a borrower nor a lender be,
For loan oft loses both itself and friend,
And borrowing dulls the edge of husbandry.
This, above all, to thine own self be true,
And it must follow, as the night, the day,
Thou canst not then be false to any man."

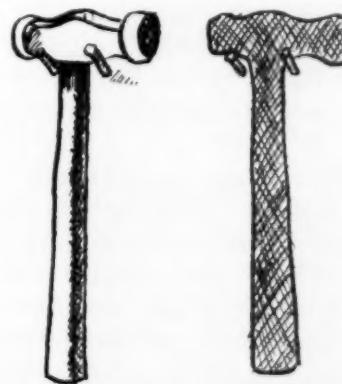
We believe it is necessary to "borrow and lend" but every effort should be made to eliminate the "Alas, Master" in the transaction. Very often borrowed property is not returned because the borrower does not feel the lender is a responsible person, and will not realize it has not been returned. If property is handed out in a "lackadaisical" manner, with no indication as to how it is to be returned, nine times out of ten it will be

lost. The recreation leader should have this firmly in mind when handling large groups, and organize his material so he can tell at a glance that something is missing.

Here are a few suggestions: Plan to keep your tools in one place, preferably in a tool cabinet that may be locked when not in use. If you can hang them on the wall, as suggested in Figure I, paint a silhouette of each tool in red so that you can recognize at once that a tool is missing. Thus all tools can be checked quickly before the children leave the workshop. This method of handling tools will eliminate suspicion between the leader and participants and should keep a full supply of tools on hand throughout the season.

Several camps have marked their tools with colored celluloid rings sold at the ten cent store for loose-leaf note books. A different color is used to mark the tools in each unit. Thus, if a hammer is found somewhere on the camp grounds, the

Figure I



HAMMER IN PLACE

SILHOUETTE OF MISSING HAMMER

finder will know where to return it, because of the colored marker.

If small tools are involved in the teaching of a craft, they might be arranged in a shallow drawer, as shown in Figure II. The bottom of the drawer is lined with three-ply wood into which depressions are cut according to the outline of the tools. To facilitate a quick check of the tools, paint the depressions a contrasting color so the tool will stand out from the background. This system of checking tools is particularly adaptable to those used in the teaching of leather craft, metalry, and wood carving.

The labeling of property is another precaution which should be taken in any recreation center. People usually avoid taking material on which the name of an agency has been stamped. The address of the organization should also appear on the label so that it may be returned by anyone who chances to come across it.

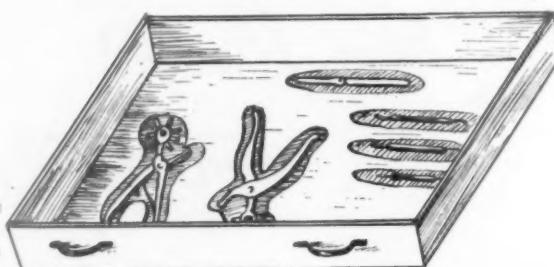
It is important that thought be given the wording of the labels. If it is too "blunt" it may antagonize the borrower. A humorous or friendly reminder will appeal to the procrastinator and to the person who has no intention of keeping the article permanently but who is thoughtless about its return; and they are, for the most part, the habitual offenders.

Book Borrowers

If a person owns many books it means he loves them and wants to keep them for his library. Usually he likes to discuss his books with other book lovers, and before he knows it, he is borrowing and lending. A book is one of the easiest articles to lose because there are so many "chain readers." It often comes to rest with a total stranger after it has made its round. If a person values a book, he should put a book plate in it immediately on which is written his name and address. There are many beautiful book plates on sale at department stores, but better still, make them as a craft project and have your own design.

The designs may be transferred by means of a linoleum block, celluloid etching or stencil. A background may also be spattered on with ink. This is a simple technique that can be used very effec-

Figure II



tively. If you can label your books no other way, use a rubber stamp.

On Loaning Tools and Equipment

A craft teacher may find it a better policy when asked to loan his tools or equipment to "invite" that person to

come to the craft shop where he can use them under supervision. Many borrowers are unfamiliar with craft tools and often ruin them unintentionally.

If members of a swimming group wish to make a check board, suggest they reserve a period at the craft shop when you can make all materials and tools available for their use. A drama group is frequently the greatest borrower in many recreation centers—and the worst "offender." This is easily explained. Excitement runs high when a play is about to be produced and it is seldom that the props and scenery are made ahead of schedule. Consequently, many hands must be employed to complete the work at the last moment and every available paint brush, hammer, and other equipment in the center must be put to use. The alert craft leader will become aware of this situation after one or two sad experiences of losing his tools and having his paint brushes ruined by being dipped into all kinds of paints. When the next play is given he will have plans of his own to offer and will be in an offensive rather than a defensive position.

A wise move might be to approach the drama leader and suggest that the craft group help the drama committee make the scenery, or that one part of the craft shop be reserved for their use until the play is completed. The result of such cooperation should be two-fold: the talent of the crafter should lend a professional air to the scenery, and some of the drama group may have found a new hobby in the craft shop.

One of the best ways to motivate new interests is through experience. You will find that many of the actors will become regular visitors at the craft shop because they have learned to be deft with their hands and know something about design and color combination. On the other hand, some members of the craft group will have an urge to appear

in the next play and will find time to rehearse between their craft projects.

A craft leader has the same opportunity to integrate his crafts with other recreational activities. The nature group will welcome an invitation to come to the craft shop to make leaf prints, plaster casts or costume jewelry from natural materials. The making of games and game equipment is another excellent craft project. In fact, everyone in a recreation agency is a potential visitor to the craft shop. Invite them to come in and teach them to use your tools. If you make them welcome, you will find very few borrowers at your door.

Now that we have talked about the "lender" and his responsibilities, let's discuss the "borrower" and some of his shortcomings. Of course we can suggest he seriously ponder the Golden Rule, "Do unto others as you would have others do unto you," but unfortunately the sad ending of many a tale is due to the carelessness of others—and not to the one directly involved. Perhaps one might hear, "Alas, Master, for it was borrowed" on the community theater stage more than any other place, so we suggest the following:

Back Stage Hints

Designate one person to be back stage the night of the show to receive all the small properties the actors carry with them as they leave the stage. He should also look after them if the scenery is to be changed between acts. Small articles are easily lost or mislaid, but they are often just as valuable as the large ones. Select inexpensive properties if you have to borrow them—cheap materials can be improvised to give an excellent effect, and the property committee will have their greatest fun making "something out of nothing." For instance, a cheap white tea set can be painted to resemble peasant ware, or even old Chelsea. Inexpensive cambric muslin can be stenciled in old designs so that from a distance they will resemble the best gowns worn by old-world courtiers. Beautiful drapes may be made by dyeing and stenciling the cheapest kind of burlap, and by using a little ingenuity ordinary furniture can be made to fit into almost any period. A comforting thought is that "distance lends enchantment to the view" when stage properties are concerned!

When costumes are loaned ask the persons who use them to wear something of their own underneath for protection. *As soon as the wearer leaves the stage after his performance, be sure someone is present to receive the costume.* This is the time

when most costumes are ruined, for they are often pinned in so many places that the child cannot remove his own costume so pulls it apart in his excitement. One place should be designated before the play begins to which all the actors must take their costume after the performance.

All properties and costumes should be returned as soon after the play as possible. This should be done by the committee who did the borrowing so that if any difficulty arises the matter can be adjusted by the people who made the original arrangement. If possible, the drama group should establish a "properties fund" for replacing borrowed articles that have been lost or damaged.

Owner's Inventory

Individuals or agencies should keep an inventory of their property when they must make a practice of borrowing and lending. It is an easy matter to arrange an inventory according to subject, listing books, tools, and other articles on separate pages. If the articles are to be loaned, attach a separate page for signatures, and ask the borrower to sign for them in his own handwriting. This is important because it is often the only proof one can offer a person, after a considerable lapse of time, that he actually borrowed the articles.

An inventory should be checked frequently and notices sent out if the articles are to be returned. If such a practice involves notifying many people, a card may be designed similar to the one appearing at the top of page 705. It is made of two pieces of heavy paper from which a clown bobs up. On it is printed, "You forgot to return something," or other appropriate caption. You will find that a bit of humor will usually produce results.

"The experienced craftsman has learned to make craft procedures as simple as possible by keeping tools and materials in good condition and where they are easily accessible. 'A place for everything' is a shop necessity. Transparent glass containers are excellent for storing small articles such as little nails. Large glass containers may be used for string and lacing remnants. Tooling metals should be rolled smoothly on a round stick or corrugated paper and protected from scratching by wrapping in heavy paper. Papers should be kept flat, if possible. The lid of a paint container should always be replaced and the outside of the can cleaned before it is put away. Paint pans should be washed after using and before storing. Paint brushes require immediate care after use."

Music and Morale

By AUGUSTUS D. ZANZIG*

Extracts from Report of the Music Department, University of Texas

IT IS A generally accepted fact that music can be of great value in building and sustaining morale. Its expressions of courage, cheer, faith, serenity, good humor, and triumph have a direct and full effect on the human mind and spirit. And when people sing or play freely together, there is likely to arise among them a feeling of unity and cooperation that is of the utmost value in these times.

In meeting the requirements that there will be for adjustments and cooperative effort in the days to come, we shall need not only ideas and information but also this social attitude and social habits, such as group singing or playing can easily develop, that will put the good idea into effect. Social-mindedness and loyalty are, however, to be gained not only in actual participation in the music, but also in listening to a chorus, orchestra, band or festival that is recognized as being really an expression of the community and is accepted as such with pride. To the listener also, the joyous faith, courage and grace of heart and mind that is felt in the music may be identified with his fellow-citizens who are performing, with himself, and with his community as a whole. It is the community that he hears, and he likes it. And this pride and affection that he feels for his community may be a basic if not indispensable factor in the building of an invincible spirit of unity and service in the state and the nation.

Furthermore, the ideas that we as a people must grasp as the strong, focusing *cause* for our allegiance and efforts in the war have their meaning clarified and intensified by being fitly associated with music. Consider, for example, the recently composed "Ballad for Americans" as well as the old patriotic songs. Thus ideas become ideals. They acquire fuller meaning and are charged with a generating power of feeling that evokes

* Mr. Zanzig is at present on leave of absence from the National Recreation Association conducting a state-wide music demonstration under the auspices of the University of Texas.

"Music lets you express yourself without your being for one moment self-conscious. Music lets you let yourself go. . . . Music helps make you a more interesting person to live with. You begin to develop your resources so that you are an all-around personality. Music cheers you—comforts you—keeps you company. . . . The man who has music in his soul is never lonesome."—*Fred B. Barton in Music as a Hobby.*

full effort in their behalf. . . . Though upon first glance some of the other work of the Music Department—its classes in composition and in appre-

ciation and its instruction to individuals in singing or playing—may seem less important in wartime than in peace time, thinking about it may well give an opposite opinion. We must remember that the morale of any community is comprised of the states of mind and feeling of its individuals, and that such studies as these can contribute very importantly to the inner well-being of an individual. It would be well for our whole country, in its grave crisis, if every individual everywhere were to cultivate some such activity as these music students are having, as a means of maintaining a sound health and poise of mind and spirit keeping him ready to serve most effectively and to continue to live as a well-rounded human being even in the midst of an insane world.

Moreover, it is of great importance that the forces that make for full, happy, civilized living be maintained not only for their immediate values to a people at war, but also for their crucial long-time values in the building of the peace after this war, and in the mere carrying-on of everyday life in that time. We shall need these values of music then more than ever, and so we shall need men and women who have been trained to make music worthy of our need, to compose, sing, play and conduct excellently and, as teachers, to continue with still better effect the beneficent educative influence of music among children in schools and among responsive people everywhere. And those of us who have learned to sing or play merely for the love of it, and to listen intelligently to fine

music, to catch its inner and most nourishing meanings, will, to that extent at least, be fortunate in that time as well as in the nearer days. For there will be a scarcity of the things that people buy for pleasure and recreation, and a scarcity of money to

(Continued on page 750)

Old World Easter in a New World Setting

A SEVEN YEAR OLD child stood close to her mother on the tiny parade ground atop Castle Hill in Sitka on a sunless October day in 1867. She could see the rest of the white population of the tiny settlement grouped around the flag pole which proudly bore the fluttering emblem of the Czars. They were standing close together, partly for protection against the chill breeze that rose from the island-dotted bay, and partly because they were drawn together by a feeling of aloneness in a vast New World. From now on the soil on which they had built their homes would no longer belong to their mother country. This was October eighteenth and the ceremony they had gathered to watch was the formal transfer of Russian America to the United States. The link between the present and the past was being shattered. The future was uncertain.

The little girl could not understand the tears that rolled down her mother's cheeks as the Russian flag descended the pole to be replaced by the Stars and Stripes. She could not understand what this day meant to all of them gathered there. She was not old enough to realize how difficult it was for them to make the decision that would either force them to leave the security of their homes and risk a perilous journey back to Russia, or would cause them to stay and cast their lot with the new government. It was a choice which promised little either way.

Many of those people did return, but those who stayed and weathered the chaotic and lawless years before the District of Alaska finally became the Territory of Alaska, gave an Old World heritage to those who were to come later. People like



By RUTH N. MANCA

seven year old Nadja Kasnikoff, who stayed on and grew up and grew old in the Territory, kept alive some of the Russian traditions and ceremonies that had once made Sitka the most colorful spot on the western frontier.

Part of this heritage is the celebration of Easter, always a festive occasion among Russian Christians because it marks the end of a rigorous observance of Lent. The descendants of those Russian people who were in Sitka in 1867 make up only a small percentage of the present day population, but at Easter time many residents who do not belong to the church make Easter calls on their Russian friends and attend the all night services, just as they watch the Christmas procession, and dance at the masquerades nearly every night for a week during the Russian New Year. Several of us were Easter guests at the home of Nadja Kasnikoff Bahrt seventy years after she watched the ceremony on Castle Hill.

In Russian homes in Sitka, Easter week is a busy time. Besides attending church each day, there is much to be done to prepare for the holiday. The house must be scrubbed and cleaned from top to bottom, and the samovar and the candlesticks must shine even more brightly than usual. There is much baking to be done for there must be an ample

Sitka, Alaska, which provides the setting for Miss Manca's article, normally has a population of about 1,300 people, approximately 500 of whom are whites. The main industry is fishing. Many natives belong to the Russian church, but the white people of Russian ancestry who live here today are few in number. The author lived for six years in Sitka, where she took up a homestead, taught school, and did recreation work. She left in 1937 just before the government began to build the Army and Navy bases which today make Sitka so important a spot in the war in the Pacific.

supply of *pashka*, the tall, dome-like loaves of Easter bread that are frosted and gaily decorated with colored candies. And, of course, there are eggs, quantities of them, to be hard boiled and dyed—eggs to take to church, eggs to fill baskets at home, and eggs for the children's games.

Services begin an hour or so before midnight on Saturday in the little white church with two Byzantine towers that stands in the center of the main street, where it was built in 1816. The stranger who attends Easter service for the first time is amazed at the richness of the hangings, the gold altar cloth, the ikons, and the paintings, for the white clapboard exterior that covers thick log walls gives little hint of the Old World treasures housed inside.

Up until midnight the church is dimly lighted, but as the Easter Day approaches the priest and his attendants, followed by those of the congregation who wish, leave the building and form a solemn procession outside. When they return the church is ablaze with the light of many candles, symbolizing the light that is the resurrection. Much of the Easter service is musical and an unseen choir sings and chants in beautiful a capella harmony.

Since the congregation always remains standing in Russian churches, and since the services last five or six hours or longer, many of the faithful have left by the time the bells start ringing in the early morning—a ringing which continues without pause throughout the whole day. As the rest of the congregation files out of the church they extend to each other the Easter greeting, "Christ is risen," (spoken in Russian) and the answer, freely translated, "Christ is risen, indeed." Each carries a colored egg which he strikes against that of his neighbor and then embraces him. Later in the day, the children play a game, found in

many countries, which is related to this custom. In it, they bump eggs to try and break the shell of the other's. If a child's egg is broken, he must give it to the other player.

In the afternoon Easter calling begins. At one time only the men made the rounds on Easter Sunday, the women postponing their calls until the next day. Now, however, both men and women, dressed in their best, go from house to house on Sunday, although guests are welcomed and fed in Russian homes at any time during the week following Easter. This custom of making calls is one which is practiced by most of the members of the community, whether Russian or not, for one's Russian friends feel slighted if one neglects to visit them at this time of the year.

The Easter caller must first provide himself with a colored egg. This he takes with him on his first call. As he enters he is greeted with the Russian words, for "Christ is risen," to which he replies, also in Russian, "Christ is risen, indeed." He then places his egg among the others in the basket which stands on a table



The Easter egg has always been a symbol of new life. In some countries eggs were sent to friends on Easter as cards are sent today. The colors used for eggs in those early times were chiefly red and yellow, chosen, some think, from the Easter fire and the sun. In ancient times, families in the villages would send "chargers," large platters filled with eggs to the church to be blessed by the priest. Afterward they were taken home and were the first food tasted after the Lenten season. In the home, a table was set and decorated with blossoms. The great charger of eggs, painted in colors, was set in the center. Each caller who came to the home during Easter week was presented with an egg.

near the door.

He may be shown first to the living room, or he may be taken directly to the dining room where fifteen or twenty people are standing around the heavily laden table. This table is filled with all sorts of food—meat cakes, cheese, *pashka*, candies—and is often decorated with baskets of colored eggs. The guest may be served wine, but there is always hot tea in the samovar, which one usually drinks from a glass instead of a cup.

There is much laughter and conversation, and after eating and drinking, the guest takes his leave, to repeat the same procedure at the next house. As he leaves, however, he selects a different egg

(Continued on page 754)

The Wiser Use of the School Plant

By PHILIP L. SEMAN

FOUR HUNDRED million dollars represent the approxi-

mate annual investment in public schools during a number of recent years, according to Dr. Morse R. Cartwright of the Institute of Adult Educa-

tion, sponsored by the Teachers College of Columbia University, in an introduction to a recent book, *Planning the Community School*.* The Engelhardts, authors of this study, have in it made an outstanding contribution in a field to which all school people in America must sooner or later pay very serious attention.

Some Schools in Use

There are some examples of the wider use of the school plant that are worthy of attention. The entire set-up in Long Beach, California, where forty-nine new school buildings have been planned with the objective of making these plants useful in their respective communities after school hours for young people and during the evening hours, Saturdays, Sundays, and holidays for the adults, is indeed indicative of the strides taken by that city in the accomplishment of an ideal situation. Another illustration is the splendid program established in the Shorewood, Wisconsin, Opportunity School, which the writer visited about a year ago.

The Shorewood Center. Shorewood is a small residential suburb that grew up around a planned school center. It has a population of 16,000. The Shorewood Opportunity School in part is financed by a so-called vocational education tax, and therefore, might be expected to run heavily to vocational training. As a matter of fact, only eight out of some hundred courses offered within the past few years were strictly vocational. The rest were largely avocational.

Shorewood residents are charged a fee of \$1.00 for each class; communities that do not support a vocational and adult education school are charged the same fee; residents under twenty-one who can obtain a tuition guarantee from their town or village clerk can enroll for the \$1.00 fee also; residents over twenty-one who cannot obtain a tuition

Dr. Seman, who is General Director of the Jewish People's Institute of Chicago, also serves as Chairman of the Chicago Recreation Commission

guarantee from their town or village clerk are enrolled on the same basis as Milwaukee residents. Milwaukee residents and residents of other communities which support a vocational and adult school are

charged a fifty cent evening tuition fee, payable a month in advance. There are special non-resident rates. Such activities as are offered include tap dancing, contract bridge, ballroom dancing, golf, badminton, fencing, choruses, band, orchestra, and dramatics.

There is a very interesting observation in connection with the Shorewood Opportunity School in its proud boast that the school plant of the village serves more adults than children.

At Long Beach. Forty-nine beautiful school buildings have been so constructed that immediately after school hours such portions of the school buildings which are not available for recreation purposes after school hours can be shut off without interfering with the rest of the plant. This makes it possible for the open area, as well as some common facilities as the woodshop, mechanical shops, drawing rooms, rooms for dramatic activities, music, dancing, nature study, to be used on a continuing basis after school hours until ten o'clock at night for crafts, games, physical activities, and cultural opportunities for children as well as for adults.

With reference to the use of equipment, the Board of Education has a recreation budget each summer which supplements the municipal recreation budget, and through the use of these funds the Recreation Commission employs woodshop teachers, who operate these shops on a recreation basis for a period of from eight to ten weeks each summer. Some materials are supplied, the teachers' salaries are paid, and the children are required to furnish the more expensive supplies, such as lumber. However, enough material is available if a child can not afford to buy such material. WPA workers have been used as assistants at both school centers and municipal playgrounds.

The Board of Education, the Superintendent of Schools and Business Department, in fact the entire school community, are very liberal in their

* *Planning the Community School*, Engelhardt, N. L. (Prof. of Education, Columbia University) in collaboration with Engelhardt, N. L., Jr. American Book Company, New York City, 1940.

interpretations concerning the use of these facilities and these areas. It is their thought that these should be used to the fullest extent with duplication of effort entirely eliminated.

I have merely used Long Beach and Milwaukee as an illustration of what can be done along these lines, but there are other instances throughout the country—by far too few—where communities have recognized that adults need recreation and relaxation after their mechanized daily work. The Long Beach schools particularly emphasize vocational adjustment and readjustment, and advancement, and thus such advancements in many of the vocational fields in which the individuals are earning their bread become very important issues. The taxes that have already been levied on the citizenry, paid directly and indirectly by many, if not by most of those who use these facilities, return to them with interest.

In Long Beach and in Shorewood, the recreational and vocational programs include cultural studies, arts and crafts, hobbies of all descriptions, games, sports, musicales, social events, community singing festivals, concerts, club activities, and an endless list of other interests.

Redesigning for Wiser Use.

The school houses that are to be constructed in the future must be planned in such a manner as will make them the "beacon" of the community, a magnet that will draw to it willingly the millions of school youth, who within the next decade or two will occupy important positions of leadership in civic life, business, professions, politics, religion, and education. Such buildings, too, will have to be planned so that the adults of the community may share equally in these facilities in their leisure time, which is ever growing.

Drama Facilities. The other day, in discussing the Little Theaters in America, with an outstanding educator who lived for a time in a southern community, I was interested to hear him say that it is not unusual in many cities in America, especially those with a population of less than 500,000, for the leaders in that community to be the active participants in a production which they presented,

serving as actors, and technicians. This brings us to the point where we must think in terms of so building our school houses that the auditorium may be used not only for lecture forums, assemblies, and occasional musicales, but for little theater presentations with the members of the local group taking part. It is by providing these facilities in a manner herein described that adult education, which should make up part and parcel of the school program—providing that the type of educational environment exemplified in the Shorewood plan is provided—will become attractive, fascinating, enjoyable, and exciting. The school architect of the future will have to have included in his courses one on social philosophy. He will have to be imbued with the same spirit that Patrick Geddes possessed when he thought and planned for the City Beautiful; with the same inspiration that William Morris had when he thought in terms of physical, human comforts.

Social Rooms. Thus we may look forward to the time when there will be no formal class rooms with fixed seats, where instead rooms will be designed in attractive colors with comfortable chairs and tables of varying sizes, arranged to meet the convenience of intimate discussion groups, and social lounges will be furnished in the same manner as those of the fine club houses. The walls, hallways, and rooms will be used for exhibition purposes, bringing the best of the arts that the community possesses, so that those who come in daily contact with these facilities may be inspired by the imagination of the creators in these fields. Arrangements should also be made to permit smoking for adults in recreation rooms, club rooms, and other places.

Art and Craft Workshops. Schools should also be designed to contain workshops for the arts and crafts.

The creation of material things adds to the enrichment of living; particularly in these days when considerable attention is paid to the development of mechanized activities, it is important that people be given the opportunity to express themselves through the arts and crafts.

Homemaking Classes. In a chapter on home

"Many areas of the school plant may be used for recreation purposes. Shops may be used for wood-working and metal groups; gymnasiums, playgrounds and swimming pools are suitable for sports, clubs and games; the auditorium is useful for recreative programs in dramatics and music; laboratories may be used for photography clubs; and classrooms may be made available for meetings of various types. These facilities, as well as all others possessed by the community, should be available for general recreation purposes. Communities have too much invested in school properties to limit their use to the hours school is in session; they should be used afternoons, evenings, and during vacation periods." —From *Health in Schools*, Twentieth Yearbook, American Association of School Administrators.

living laboratories, the Engelhardts refer to a pamphlet, entitled "Emergency Adult Homemaking Education," by Van Lieu and Button, in which the following appears: "The centers chosen for homemaking classwork should make the homemakers feel free to come. A meeting in a settlement house, or a neighborhood house will sometimes attract more women than one held in a school house, which they seldom visit. The center should be centrally located, and should have sufficient equipment to make adequate teaching possible." There is a hominess in the group work approach on the part of leaders and the neighborhood house or community center that must become a part of planning and the thinking of the school house, in order for it to be able to bring to its doors the adult members of the community in the same manner as do other types of agencies.

Adapting the School to the People's Needs

On the whole, the idea of the school house being used by the adults of the community, as well as by the youngsters may be approached in the thought that the child is compelled to go to school, while adult attendance is not compulsory. The program in the schools for youth is determined by the governing body, not by the pupils. The activities to be engaged in, in the school house, by adults at other times than when used for youth, are determined by the adults themselves, namely, by the groups using these facilities. The adult program is based on the realities of life, and on the participation of persons in society.

The community school of tomorrow will under such circumstances become the center in which the real needs of people will be met.

Spaces for All Ages. The Engelhardts in their book, *Planning the Community School*, devote a full chapter to indoor game spaces, and activities to be provided in such spaces for all age groups: the seventeen to thirty-three year old group, thirty-three to forty year old group, and the forty years and up group. They refer in their study to Caswell Miles, who has developed a comprehensive list of major adult sports, which may suggest the plant provisions to be made. For example, in the seventeen to thirty-three year old group, under

"Why not utilize the gymnasium and the playgrounds of our schools for real community centers morning, noon and night, for twelve months of the year? Since education is a continuing process, there surely are millions to whom such an opening of the school facilities would be a godsend. Is this an idea too difficult of attainment? Why maintain an educational plant to house thirty million young Americans on a thirty hour week for a little more than nine months of the year?"—*Lynn V. Stambaugh, National Commander of the American Legion.*

the heading of "Socials," Miles speaks of masquerades, social dancing parties, treasure hunts, roller skating, canoeing parties, clam-bakes, hiking and camping, water pageants, bowling and archery. Under the "B" classification, representing group, individual, and dual activities, he refers to hiking and camp craft, tennis, golf, horseback riding, pad-

dle tennis, badminton, squash, handball, speedball, volleyball, kick ball, wall kick ball, giant volleyball, bat ball, etc. In the "C" classification, under "Teams," he refers to softball, basketball, field ball, field hockey, fist or punch ball.

Program for Older People. What is of special interest is the group forty years of age and up, remembering that our youth population throughout the world, and in the United States particularly is being constantly reduced, that our "old age" group is increasing, and that provision will have to be made for their leisure. The group activities of a sedentary nature must be well chosen, and adequately provided. Dual and individual activities of a mild nature and those where the individual or group is interested in team games only as a spectator, are listed also by Mr. Miles. These are card parties, square dances, social dancing broken up with small games not requiring bending, table games, calisthenics, excursions by boat or car, concerts and socialized recreation with familiar groups. In the group, under dual and individual games, he indicates the following: ping-pong, shuffleboard, horseshoes, deck tennis, bowling on the green, croquet, golf, swimming, archery, badminton, etc.

What Youth Want. Many studies have been made of cellar clubs, which are better known as basement clubs. An extensive survey was made by the University of Chicago a number of years ago. Another study was undertaken by the Henry Street Settlement of New York, under the direction of Susan Jenkins. It is captioned, "Rooms of Their Own." A study of twenty-eight lower East Side social clubs was made. In connection with these studies it is a challenge to social workers and educators when they hear a comment like the following that was made by a member of one of these clubs, indicating the particular need for pro-

vision for social recreation of youth, particularly those of that respective community: "We work hard, and we are tired at night. We need a place near home, a place of our own to do the things we want. We can't depend on a meeting place. We need a real youth center. We need a place to hang out." Provision for youth beyond school age should be considered a part of an adequate adult education program.

Cooperation with Museums. All these studies clearly point out the need for arrangements to be made with large museums in metropolitan cities, such as art museums, natural history museums, and similar type cultural and education enterprises, to make it possible for the schools in the outlying districts of these communities to have loan exhibits. These might be traveling exhibits from time to time. The Field Museum of Natural History in Chicago makes it possible for all of the schools and private agencies in the city, as well as camps during the summer, to benefit by the magnificent collection of cases they have, containing examples of various phenomena—birds, botanical exhibits, the history and development of certain products, such as coffee, tea, cocoa, cotton, tobacco, etc. Such museums may also have collections of instruments, manuscripts and records of folk music and drama, the dance, and other arts. There may be a reference and lending library associated with these museums, of works and records which the individuals living in the community may borrow.

Increased Importance of School Use

Must we not definitely think in these days particularly in terms of the wider use of the school plant in the spirit indicated in this presentation, in the light of what all social thinkers (though they not exclusively) are recommending as to what will constitute the proper school plant during the post-war period? Education for family life, understanding of children, home-building, economic adjustment, personal freedom and tolerance, improvement of community government, elimination of graft and crime, and the stimulation of wholesome cultural aims can only be secured for the masses when our public school facilities are planned and used for such worth-while objectives.

A new stimulation of community consciousness and the creation of new community solidarity would produce considerable enhancement of democratic living throughout our nation. Our nation will be as strong as its communities. Our com-

munities will be improved only as their citizens become better versed in the principles of community living and have opportunity for study and practice in all realms of the arts, sciences, and group activities affecting community life.

The question that each one of us must ask ourselves is whether the school cannot function more intimately in economic rehabilitation and social recreation of all of its citizens and how the community program can best be developed toward this end.

Is it not putting it mildly, when we call attention to the nearsightedness and bad business of having plants costing literally hundreds of millions of dollars working on a thirty or forty per cent operating basis? It would be wise, it seems to me, to implant in the intelligence of our citizenry at large the need for insisting that those whom they put in power to conduct the educational and recreational business of their community see to it that its plants and its program meet the fullest needs of each and every citizen of that community along these lines, and thus create the kind of positive citizenship dividends that are bound in time to result from such a perfectly logical procedure.

"Modern communities follow the principle of using and wearing out their physical properties whenever physical, social, recreational, or educational gains for human beings are advanced thereby. No school in a community . . . will have much value if the community social life is stagnant, if its economic structure is tottering, and its population does not know how to live. Our school buildings must be used to the utmost for serving humanity. If not originally planned to serve extensively, rehabilitation may well be in order. Our people are living in a new age, with new aims, and with a philosophy which seeks to have each day contribute its maximum to human living and welfare. The schools can play a much more realistic role than they have played in the past. Our communities must become better integrated working units in our society. One of the first steps to be taken is the development of the community's physical facilities so that the real needs of the people are met. Boards of education and community planning groups will find it inspiring as well as advantageous to join in this common program for community uplift."—From *Planning the Community School* by Engelhardt and Engelhardt.

Ireland's Patron Saint

By WALTER HERRON

THE FACTS that are known about St. Patrick are equalled only by the legendry which has grown up about him. It is generally assumed that St. Patrick came to a pagan and barbarian country which had never heard of Christianity. This is untrue, as Christianity had been remembered in parts of south Ireland for over a hundred years.

Also involved in legendary was the birthplace of St. Patrick. This name indicates that he was of Roman nobility, and Dr. Eoin MacNeill, the Irish scholar and historian, says that he was born in Britain, sections of which at that time were part of the Roman Empire. Other authorities have placed his birthplace in Belgium, Scotland, and Wales. One tradition is that he was a nephew of St. Martin of Tours. However, the facts in themselves need no embellishment to create wonder that Ireland was the only nation to be Christianized without the spilling of one drop of blood.

St. Patrick was the warrior of the word, a logician of high order, and his art of conversation appealed to the basic characteristic of the Irish for disputation. Patrick was also an eminent psychologist; he never destroyed tradition but rather adapted it to his purposes. Thus many of the features of Irish sun worship and Druidic lore became interwoven into the Christian feasts. It is said that once, while all Ireland waited on Easter morning for the fires to be lighted on Tara Hill, St. Patrick started one on the Hill of Slane which was seen from Tara. Today Easter Sunrise Services on hilltops honor the risen Savior. A touch of the ancient fire-lighting ceremony is to be found in the custom of placing, on the eve of Easter, a dish of water outside the house where the sun will play upon it in the morning and the reflections will dance upon the ceiling inside the house.

St. Patrick's Day in America

The celebration of St. Patrick's Day in America began back in the days of the American Revolution, and, as a matter of fact, the St. Patrick's

We need to know more than many of us do about the origin and significance of some of the special days which are celebrated in America. March 17th is known as "St. Patrick's Day." What are the facts about Ireland's patron saint? What legends are associated with his life? When and how did the observance of the day start in this country? Mr. Herron answers some of these questions in his article.

Day parade is an American institution. On March 17, 1776, the day the British evacuated Boston and the Americans marched in and took possession, General Washington, in the camp at Cambridge, authorized as the parole for the day "Boston" and the countersign, "St. Patrick," and he appropriately appointed General Sullivan the Brigadier of the day.

The honor paid to St. Patrick in the American Revolutionary army was a natural result of the fact that about thirty per cent. of the army was Irish—(see army muster rolls published by Michael J. O'Brien)—and as all American patriots knew, the Irish people and the Irish Parliament unanimously supported the cause of American Independence.

In the language of the minutes of the Society of the Friendly Sons of St. Patrick of Philadelphia, Washington himself was "unanimously adopted a member of the society" on December 18, 1718, and his reply to a letter from the President tendering him the badge of the society is still preserved among its papers. It reads:

"I accept with singular pleasure the ensign of so worthy a fraternity as that of the Sons of St. Patrick in this city, a society distinguished for the firm adherence of its members to the glorious cause in which we are embarked. Give me leave to assure you, Sir, that I shall never cast my eye upon the badge with which I am honored but with a grateful remembrance of the polite and affectionate manner in which it was presented."

On January 1, 1782, Washington attended a dinner of the Society, and on the 18th of March of the same year he was present at the St. Patrick's Day banquet of the Friendly Sons, accompanied by some of the most distinguished officers of the American and French armies. On the membership roll of this famous Irish Society at this time are found the names of Generals Wayne, Butler, Hand, Irvine and Moylan. Major Charles McHenry, for whom Fort McHenry was named, was

Washington's private secretary and was born in Ireland.

Legends Regarding St. Patrick

Many legends have grown up around the life of St. Patrick and some of them are without doubt true.

Here is one story told by Fr. John Ryan, a well-known authority on St. Patrick: Every year on the banks of the river Loire in France, at a spot called St. Patrice, there occurs an amazing phenomenon. In the depths of winter, in the midst of even the severest snows, a thorn tree puts forth fresh blossoms as white as those of the spring-time. It is told that once St. Patrick, on his way to Tours in mid-winter, rested under that thorn tree and fell asleep, and that in his honor it covered itself with blossoms and has continued to do so ever since. It is also given on good authority that St. Patrick used the shamrock as a symbol to illustrate the Holy Trinity, showing three separate leaves on one stem as three persons in one God.

The harp has been a symbol of Irish culture and music for probably two thousand years. Ancient Irish literature abundantly proves that the harp was used in Ireland from a very early date, and the historian of Irish music, William Henry Grattan Flood, shows that the Irish harp is found represented in illuminated manuscripts at least as early as the close of the 9th century. Dante was familiar with the Irish harp and its music, which was indeed famous throughout Europe during the middle ages.

The earliest harps were little and were used in a kind of an orchestra. From them the larger ones gradually developed.

The oldest existing Irish harp is the "O'Brien Harp" in Trinity College, Dublin, which long passed under the name of "Brian Boru's Harp." It belonged to Donnchadh Cairre O'Brien, King of Thomond, who died March 8, 1242. It has thirty strings, four sounding boards, and is thirty-two inches high. The "cruit," a small harp, is referred to by an Irish poet who lived four centuries before Christ, and on the shrine of St. Moedhre is a figure of a harper playing this instrument with eight strings.

The eminence of music as a principal feature of Irish culture makes the harp per-

haps the most valid Irish symbol, and accounts for the fact that it was the most prominent symbol of the Irish flag for several centuries until the present tricolor (green, white, and gold) Irish flag was adopted in 1921.

Even after the ravages of centuries, there still exists a great quantity of Irish music of which many thousands of compositions have been recorded, while research workers are still busy ferreting out tunes cherished by the Irish people and never hitherto set down in modern musical notation.

As for the use of the pig, the pipe, and the hat as Irish symbols, it is stated by students and authorities in these matters that they are used purely as commercial devices by the manufacturers of cards and favors, by the enemies and critics of the Irish, and are derived from the stage Irish caricatures invented by cheap comedians of the late 18th and early 19th centuries, who would, needless to say, use any means possible to get a laugh, and were not authorities on Irish culture nor over considerate of the correctness of their picture of Irish life.

When Patrick came to Ireland in 432 A.D., he found one of the most civilized peoples in all Europe. At least, they practiced a better system of herding and agriculture, and had more respect for the arts and crafts of the common man than any other people in Europe at that time. They also had a vast store of literature in the form of records, poetry and story.

Patrick loved the Irish character and the language and literature in which it was expressed. He struggled to save them and to reconcile them with Christian character and literature.

Note: Some of our readers will be interested in knowing that an article entitled "Ancient Celtic Harp Music," by James Travis, appears in the 1941 Journal of the American Irish Historical Society, whose headquarters are at 991 Fifth Avenue, New

York City. At headquarters there is a valuable library which is being constantly consulted by students in history, genealogical research and a great variety of related subjects. The Society has a membership of twenty-two hundred individuals scattered throughout the United States.

Of the old literature which St. Patrick sought to save are the following:

All that did not contradict Holy Writ.

All tales of noble deeds of men and women of Old Erin—tales that might win loyalty to generous and noble action of the youth of Erin and of all the Western World.

All humor that might gladden and strengthen, and all beauty that might soothe or inspire the hearts of men.

Through Neighbors' Doorways

THE INTRICATE patterns of the Mexican Hat Dance or the merry measures of a Canadian quadrille are as familiar to 4-H Club members in the Northern Panhandle of West Virginia as "third year sewing" or "feeder calves." In line with a plan for four-fold development in which Heart and Head play as much part as Hand and Health, boys and girls of rural West Virginia enter into a variety of recreational events offered through the 4-H Club program all year around.

In the counties of the Northern Panhandle, as well as in the rest of the state, the highlight of the year's program is the opportunity of going to county camp every summer. During this week of inspiration and fellowship, such play activities as "singing games," folk dances, and folk songs share the schedule with regular camp classes in hand-crafts, courtesy, good grooming, charting a life course, and an active athletic program.

Lately arrived in the camping program, folk dances and play-party games were undertaken on a trial basis just a year ago, sometimes a little warily where "dancing" as a sport had forever been excluded. In most instances enough response was shown to warrant organizing folk groups in two or three localities in each county, meeting every two weeks throughout the winter months. Groups near Oglebay Park, the regional center, revived the old "play-parties" which are open every Monday night

A gay and colorful folk festival in which 4-H Club members of West Virginia danced over the thresholds of their Canadian cousins to the north, and through the patio gateways of their Latin neighbors to the south

By JANE FARWELL

Miss Farwell, the director of the festival, is the assistant recreation specialist, Cooperative Extension Work in Agriculture and Home Economics, State of West Virginia



to the public as well as to the 4-H-ers. Enthusiasts commenced to give folk dance demonstrations at out-of-town meetings. Club leaders began to write in for free bulletins of folk dances and singing games. The carry-over of interest from camp in the communities

was especially heartening. Club members were persuaded to suspend folk dancing during the summer months only after extracting the promise that this activity would be continued at county camp.

The annual round-up of 4-H Club play activities is ordinarily climaxed by the 4-H Regional Fair at Oglebay, with all five counties participating in recreational events as well as in the exhibit of prize-winning projects. However, in the last two years the Fair has given way to an annual Regional Folk

Festival and Play Day. Sheer fun and good fellowship is the main purpose of the day. Presenting a show and promoting a "theme" are secondary, though the contagious spirit of fun enjoyed by the participants usually catches enough among the spectators to make the simplest antics a "good show."

This year the committee sponsoring the Festival, comprising 4-H leaders and extension workers from all counties participating, wanted a general theme that would symbolize the 4-H spirit of friendship. "Through Neighbors' Doorways" was the answer, for good neighborliness begins at home — and our festival this year would step over



the worn thresholds of our Canadian cousins to the north, and through the patio gateways of our Latin neighbors to the south.

Had our enthusiasm fallen short of our ambitious plans, we might have stumbled earlier on the realization that source material on the costumes, folk dances, and folk lore of our near neighbors just does not exist in the same abundance as the well-thumbed volumes of folk lore from Europe. Mr. Zanzig's *Singing America* was our only source until "Music's Good Neighborliness in the Americas" in the April issue of *RECREATION* not only re-inspired us, but opened up a new field of exploration. We appealed to Mrs. Concha Romero James at the Pan American Union in Washington who responded with encouragement and the generous offer of a Pan American exhibit, colorful posters, information on Latin American music and dances. It helped. We drew up our general outline, but we soon discovered that comprehensive books on South American dances are usually out of print or in Spanish.

In Pittsburgh we found the Decca Album No. 28 of *Spanish and Mexican Dances*, but no information on how to do the dances. The local library had one contribution to make — Mary E. Shambaugh's *Folk Festivals* which included the music and instruction for four dances of Spanish and Mexican origin. A. S. Barnes and Company came

At the end of the program came a session of general folk dancing for participants and spectators

forth with *Legends and Dances of Old Mexico* by Schwenender and Tibbels over which we poured

during several all-night sessions, perfecting the steps of *El Jarabe*, dancing to one of the records in our newly purchased album. *Mexican and New Mexican Folkdances* by Mela Sedillo arrived from the University of New Mexico Press, Albuquerque, putting us at ease when we found that it included a number of dances, simple, yet active enough to interest adolescents. Browsing around in the cupboard where "complimentary copies" are hoarded, we unearthed *Swing Your Partner, Old Time Dances of New Brunswick and Nova Scotia* by Lois S. Fahs, 99 Claremont Avenue, New York City. This, with the French Canadian songs in *Singing America* gave us enough material to salute our neighbors to the north. Incidentally, "LaCuisinere" makes a good accompaniment for a Canadian contra dance such as *Lady of the Lake*.

Then two hundred and fifty boys and girls in five counties began to work on their particular part of the festival. Some were to sing in choruses, others were in the orchestra (marimba, accordion, castanets, and maracas), many were in the various dance groups, and still others were to help on the ever important stage crew. But everyone had a costume, and in most cases, made it himself. Recommended by Mrs. Concha James, Alejandro P. Carrillo, Bucareli 160, Mexico, D. F. was espe-

cially cooperative in sending us sarapes, Harvester and Charro sombreros, and other accessories at very reasonable prices. (Hats at about 40 cents and sarapes \$2.00, duty paid.)

The fact that the old barn at Oglebay Park was packed with rural people on the day of the festival was enough to put the fiesta spirit into everyone's blood. A large rectangle of floor space was roped off in addition to the stage and was overhung with the same sort of gay paper festoons that brighten the streets and squares at carnival time. Most colorful of all were the twenty-two flags hanging from the rafters around the stage, one for each country in the Pan American Union, and one for Canada. We got them from Annin and Company at 85 Fifth Avenue, New York, \$3.50 a set and 20 cents extra for the Canadian flag.

The stage was our real pride and joy. Incorporating some of the ideas in *A Pan American Carnival*, issued by the National Recreation Association, we thought it looked more like a Mexican market than the real thing. Red tile roofs and an iron gateway for our neighbors' doorways, and leaning here and yon among the stalls and flowers, a half dozen Mexicans with sombreros pulled down over their faces, fast asleep.

On the program was this simple introduction: "We present the following program of folk songs and dances of the Western Hemisphere, in the sincere belief that getting acquainted with the music of other American peoples will bring us closer to the spirit of our neighbors who, like ourselves, are dedicated to the democratic way of life."

When the program was over, all the chairs were shoved back against the wall and everyone who could possibly find space on the floor got on and tried some of the folk dances. That was really the triumph of the evening, for it was only then that we were sure the audience really shared the fun we were having, as old and young, Mexicans, Canadians, and western cowboys, jostled elbows and stepped on each others toes.

The Program

The following program of folk songs and dances of the Western Hemisphere was presented in the sincere belief that getting acquainted with the music of other American peoples will bring us closer to the spirit of our neighbors:

Songs of America, Brooke and Marshall County Chorus
Let's Get Together
You Can Defend America
Home on the Range

Western Cowboy Dances...Marshall County Folk Dance Group
Rattlesnake Twist
Eight Hands Over
Far From My Native Land.....Brooke and Marshall County Chorus
Mexican Varsovianna.....Hancock County Folk Dance Group
Mexican Folk Songs.....Seminole Chorus
Cielito Lindo—favorite of both Americas
La Cucaracha—Mexican cockroach song
Mexican Cowboy Dances.....Ohio County Folk Dance Group
La Cucaracha
El Jarabe—National Dance of Mexico
Cielito Lindo.....Brooke and Marshall County Chorus
Spanish Dances of South America.....Brooke County Folk Dance Group
Fandango—Kenneth Gist and Gene Anne Porter
La Jota—Entire Group
La Cuisinere—French Canada.....Brooke and Marshall County Chorus
Lady of the Lake....Wetzel County Folk Dance Group
America the Beautiful....Brooke County Chorus and Entire Ensemble

These numbers were followed by a square dance contest, and the program ended with general folk dancing in which all folk dance groups, as well as spectators, were invited to join.

Bingo	Square Dance
Klappdance	Swiss Weggis Dance
Ace of Diamonds	Waves of Tory
Hungarian Vengierka	Little Man in a Fix
Kolo	Scotch Schottische
Korobooska	Square Dance

"If folk music and folk dancing, and rhythmic and modern dancing can loosen up the joints of American conservatism, bring people of many nations to laugh and play together and thus make more and more individuals aware that a world community has already become a reality, then the place of the recreation specialists in the agricultural program should be as important as that of the specialists in animal husbandry, soil erosion, or the science of plants.

"These folk events carry some of their auditors to far places which they have never seen; and they also awaken memories of the homeland in many who came from far countries to live on American farms. There's a two-way value to these programs: they inspire new visions, dreams, and ambitions in native Americans; and they renew old dreams and stir old memories in Americans who came from other lands to share their rich inheritance with us."—Marjorie Patten in *The Arts Workshop of Rural America*.

What They Say About Recreation

THE SUPREME CHALLENGE to our nation is that this generation of so-called civilized people should have the will to live together unselfishly in peace, in kindness and in brotherhood."—*Arnaud C. Marts*, President, Bucknell University.

"Folk art is the source of all life for a nation, the thing which came out of the soil and which holds us still close to the heart of the earth."—*Julia M. Seton* in *The Camping Magazine*.

"Many persons occupy their 'free time' with wholly irrational activities. By no means all these activities are harmful, and some may be actually beneficial. But they are pitifully inadequate realizations of Aristotle's concept of leisure as 'the growing time of the human spirit.'"—From *The Literature of Adult Education*.

"The primary virtue of recreation is not any of its various utilitarian values but its direct and immediate effect of increasing the stature of human life."—*Wrenn and Harley* in *Time on Their Hands*.

"The development of community spirit is essential today to ensure real morale. . . . The enthusiasm and community consciousness (essentially 'belonging' and participating) aroused by interest in defense must not be allowed to die away after the war."—*Andrew E. Rice*, Cambridge, Massachusetts.

"In a time of crisis like the present, we appreciate art more than in normal times, for art does more than please the eye—it touches the soul."—*Thomas J. Watson* in *Think*, December 1941.

"After the war we may expect either a dangerous restlessness or an equally dangerous apathy unless we are as energetic in organizing peace as we have been in organizing war."—*Dr. Robert Dick Gillespie*.

"Cultural relations—which have been happily defined as a 'better mutual comprehension of one another's ways'—serve to provide that underlying basic understanding and community of interest and effort essential to continuing and effective cooperation among the American nations."—*Charles A. Thomson*, Chief, Division of Cultural Relations.

"Culture is not just an ornament; it is the expression of a nation's character, and at the same time it is a powerful instrument to mould character."—*W. Somerset Maugham*.

"There is an idea abroad among moral people that they must make their neighbors good. One person I have to make good—myself. My duty to my neighbor is more nearly expressed by saying that I have to make him happy if I may."—*Robert Louis Stevenson*.

"More money going out for food and rent will leave less for pleasure. We will all be learning parlor games, going on picnics in nearby parks, and taking advantage of community recreation facilities."—*Colestone E. Warne* in *New York Times*.

"Living in a world of uncertainty, we are going to discover how pleasant it is to be able to own something that is beautiful, that we really love and that gives us a background of contentment."—*Eleanor Roosevelt*, speaking as Honorary Chairman of Art Week.

"It is the compelling office and duty of the municipality to stimulate and help all cultural and artistic endeavors."—*H. E. Vargas*, Director of Parks and Public Property, Cleveland, Ohio.

"Wholesome play furnishes a rich field for the development of character in the same manner that a certain soil will grow the healthiest plants. . . . Play of itself cannot be expected to develop the right type of moral qualities; it merely furnishes the opportunity for their development."—*John H. White*.

"Our nation has a need for healthy, vigorous citizens. To make this possible there must be the security of work, adequate and suitable food, health services, educational and recreational opportunities, secure family and religious values."—*Rosalind Cassidy* in *Progressive Education*.

"We should choose those arts and crafts that have developed step by step with the needs of the race, and that hold unlimited possibilities for exploration, adventure and accomplishment."—*Chester G. Marsh*.

The Horizon Club

IF WE COULD take a poll among women of eighty—or whatever the age when one is comfortably looking back on things, and ask them during what years of their life they felt most important, I wonder if the vote wouldn't go to the last five years of teenhood.

Come fifteen, the adult world begins to brush off its threshold and make ready to welcome a responsible person with ability to cope with freedom. This is the period of the-world-is-my-oyster . . . a very wonderful feeling and one that should be made the most of. At this point we have the saddle-shoe set almost too ready and eager to get into the swing of things.

Their personality patterns, according to the

A new program developed by the Camp Fire Girls to serve the girl in the years which to her, at least, seem the most important of her life

*By MARCIA LEE
Camp Fire Girls, Inc.*

psychologists, have long been forming. The question is, what remains to be done? Isn't there a little brushing and preening or cultivating needed in this figurative period of walking over the threshold? Actually, there are lots of rough edges between adolescence and adulthood. With some girls there is no difficulty smoothing them out, in others they remain jagged, but if there is a way to help with the preening, it's worth a try.

Leisure-time activity programs are now universally recognized as important in the formation of personality—in setting the foundation for good citizenship. They have been successful with the very young, but recreation groups are still testing ground where the young adult is concerned. Al-



most over night the teens lose interest in organizations that kept them happily occupied the month before.

One of the interesting new recreation programs that is dealing with this bridging-the-gap problem is the Horizon Club established by the Camp Fire Girls. These clubs, made up of girls of senior high school and junior college age, were actually started by the girls themselves—girls who had grown up in group activity, who knew the real fun of working together and recognized the value of group accomplishment. But they were concerned with the new problems on their horizon. One of the problems was this sudden awareness of their own personalities—how to get along with boys, how to be popular, how to use all their fine enthusiasm, their idealism, and their knowledge—in short, how to fit into the adult world.

The problem Camp Fire faced was only that of gathering together the needs and finding a workable answer. Groups of older Camp Fire Girls had done much of this groundwork themselves. They planned and executed projects that interested them and reported successes and failures. They wrote to National Headquarters about the questions that occupied them. Thus, through the teen age girls themselves, was a program evolved.

The Horizon Club program as it was finally set up represents a working basis for the accomplishment of the things really vital to girls of this age. It suggests many approaches to problems of immediate concern to them and many activities to plan and enjoy together. Here are some of the chapter headings of the *Horizon Club Program Book*:

“The General Impression”—designed to help girls help each other look at themselves critically: their looks, their walk, their voice, their health, their dress.

“Personality”—a consideration of what makes a happy, well-adjusted, useful person, with special accent on relationships with family and friends

“Good Times”—a basis for setting standards of relationships with boys, for planning recreation of all kinds

“Streamlined Service”—an outline of the type of community service that every girl is able to give and wants to give

“Our World”—a guide to understanding of the individual's place in a great world of individuals

“Futures”—plans for exploration of aptitudes

and opportunities to help in fitting the individual into her happiest and most productive place.

In preparing the program, an advisory committee of representative women from varied fields gave their services. On the National Advisory Committee are: Margaret Speaks, radio and concert singer; Henrietta Ripperger, author of “Tips to the Teens,” in *Good Housekeeping*; Hildegarde Fillmore, Style and Beauty Editor, *McCall's*; Alice Marble, tennis star and, at present, National Director of Physical Training for Women under the Office of Civilian Defense; Alice Hughes, syndicate fashion writer; Betty Eckhardt May, Director, National Citizens Committee, White House Conference on Children in a Democracy; Esther Eberstadt Brooke, Director, Mrs. E. E. Brooke Personnel Service. Other members of the committee are Maureen Daly, young author of *Seventeenth Summer*, and Joan Leslie, motion picture starlet, who add their inspiration of youthful accomplishment.

The response to the program leaves no doubt as to its relevancy. Horizon Clubs have sprung up all over the country, introducing themselves with smoothly run formal dances and then energetically digging into these self-chosen activities. These are typical reports that have been received:

The fifteen clubs in Grand Rapids, Michigan, have organized a Speakers Bureau and are having discussions on what makes a good talk and on the personal appearance of the speaker. All these girls have had the Red Cross Junior First Aid Course and many are taking the standard course. They have established a planning board for community service activities.

In San Diego, the Horizon Clubs also have a Speakers Bureau and many speaking engagements have been made for them. A big social event was their Dad-Daughter dinner to tell their fathers about their “America's Children” project. This is a nation-wide project that grew out of the girls' interest in the report of the White House Conference on Children in a Democracy. They are learning about local facilities for the care and training of handicapped children, and they are finding ways to work both with and for these children, and, at the same time, learning much about the functioning of city government and building a good foundation for citizenship.

Horizon Clubs are active in the Camp Fire Ser-

(Continued on page 750)

Religious Services at Oglebay Park



At Oglebay Park an Easter Sunrise Service ushers in the spring season, and in the summer months Sunday Vesper Services featuring outstanding speakers attract thousands of people every week

SPIRITUAL AND RELIGIOUS values are recognized as inherent in the philosophy of the recreation movement, though religious services are only occasionally made a definite part of the activities program. This has been done, however, at Oglebay Park, Wheeling, West Virginia, where an Easter Sunrise Service and Interdenominational Sunday Vesper Services are held in a public park, and a resident chaplain is on hand to serve camping groups.

At the Park a religious service actually opens the spring and summer season, for each spring for the past thirteen years an Easter Sunrise Service has been scheduled out of doors. The service planned is simple, but the natural beauty of the park forms a setting which would make any ceremony impressive. Budding trees, sprouting shrubs, early spring blooms, and the sun rising over the hills and climbing higher as the service progresses make an inspiring backdrop.

Easter audiences naturally vary according to the weather. Springlike weather brings out capacity

By J. E. HOFFMANN
Oglebay Institute

crowds of from 2,000 to 3,000. Cold, rain, or snow cuts down the audiences measurably. The services are short, averaging from thirty to forty-five minutes in length and are interdenominational.

During the summer the religious services take the form of Vesper Services held out of doors. Last year two college presidents, two bishops, a radio-preacher and a poet-preacher, were among the speakers at the services. Attracted by the

prominence of the speakers and the natural beauty and summer evening coolness of the amphitheater, people came in large numbers, and the Sunday evening program grew to be one of the most successful activities of the entire season, attracting as many people as do the popular music programs, operatic performances, and the Arbor Day celebration.

Sponsored by the Wheeling Ministerial Association, the Vesper Service had the

Speakers at last summer's Vesper Services included Rev. Henry W. A. Hanson, D.D., LL.D., President of Gettysburg College; Rev. Bernard Clausen, D.D., Pastor of the First Baptist Church, Pittsburgh; Rev. John A. Mackay, D.D., President of Princeton Theological Seminary; Rt. Rev. R. E. L. Strider, D.D., Bishop, Protestant Episcopal Church, Diocese of West Virginia; Rt. Rev. James H. Straughn, Bishop of the Pittsburgh Diocese of the Methodist Episcopal Church; Rev. Alexander Stacey, D.D., Professor at Hartford Theological Seminary; Rev. Robert MacGowan, D.D., author of several volumes of poetry; Rev. William Bruce Wilson, D.D., Executive Secretary, Board of American Missions, United Presbyterian Church; and Rev. Jesse M. Bader, D.D., Secretary, Federal Council of Churches of Christ in America.

active financial support of eight denominations within the city and the moral support of all others. These denominations (the Baptist, the Christian, the Protestant Episcopal, the Evangelical and Reformed, the Lutheran, the Methodist, the Presbyterian, and the United Presbyterian) each contributed an equal share to the expenses of the season, apportioning their assessment among the various churches of their denomination. The actual arrangements for the services, the securing of speakers, the order of service, and other details were cared for by Oglebay Institute through a committee on religious activities.

This committee, after arranging their program for the summer, awaited with interest the public response to the services. Would the attendance justify continuing programs of this type?

The first Vesper Service answered this question. The parking lot was overflowing, and the amphitheater was nearly filled with 1,000 people. The fact that practically every minister in town was present testified to their interest and enthusiastic support. These ministers announced the services from their pulpits, placed the schedules on their bulletin boards, distributed to their congregations folders telling of the service, ran notices of Vespers each week in their newspaper advertising, and most of them discontinued their Sunday evening

services so that their congregations might attend the outdoor Vespers.

The Vespers were held at dusk during the months of July and August. The services were always simple. Each Sunday an outstanding choral group volunteered to sing the anthems, but never did the singing become a concert; the speaker was always the important part of the program. Local ministers, usually two of different denominations, presided and took charge of various parts of the service. Attendance at the evening services and at the Easter Morning Sunrise Service last year totaled more than 9,000 people.

In spite of the concentration of interest on these special religious services, the spiritual life of the camper within the park was not neglected, and a divinity student was placed on the summer staff of the Institute to serve as chaplain. His duties consisted of arranging weekly services for camp groups in the park and of assisting in the arrangements for the Sunday Vespers. He was on call at all times for speaking engagements and services to other groups. His contacts extended to the caddy camp, the music camp, nature camp, and 4-H groups in the park, as well as to week-end camps. He also responded to a number of calls for out-of-the-park speaking engagements.

All nature makes ready
for the Easter season



Gedge Harmon

It's Kite Time!

IN MARCH the "kite-catching" winds begin to blow, and in craft shops and homes, kites are constructed and preparations made for those hours of kite flying which hold so much enjoyment.

How many of the boys and girls who fly kites know how ancient or how scientific a pursuit they are following? Historically, according to one authority, kite flying dates back to the Fourth Century B.C. when kites were reported to have been invented by Archytas of the Greek city of Tarentum. It is possible, however, that kite flying was known even before this date in the Far East, where the tribal people of New Zealand and Asia have amassed a long history of kite flying.

In eastern countries kite flying is an ancient custom and a popular form of recreation. What horse racing is to England, and baseball to the United States, kite flying is to Korea, Japan and China. Korean men, women and children from the king down fly kites during the first days of the New Year, and in China, Kites Day, the ninth day of the ninth month, is an important holiday.

It was a Korean general who, feeling the need for reviving the spirits of his troops, attached a lighted lantern to a kite and sent it up at night. The troops regarded it as a divine augury of success in battle. It was another Korean general who, when his forces were divided by a stream and his enemy was prepared to take advantage of this difficulty, bridged the stream by first sending a kite across and then attaching a cable to the kite string. Even today kites are sometimes used in a similar way. Some of the greatest suspension bridges have had their beginning in lines carried across a river by kites. Many a life has been saved by kites which carried lifelines to stranded ships. Kite photography is common. The camera is fastened to the kite frame and operated by a



Gedge Harmon

Comes March—and on its heels, spring fever, marbles, roller skates, and above all, kites!

string. Man-lifting military kites have been used to some extent for observation and signaling.

It is interesting that for years the daily weather forecasts were based upon reports from professional kite flyers at the government weather bureaus, but they have been replaced by the airplane and balloon. Great box kites carrying instruments for recording conditions in the upper air were sent up from one to three miles high.

Every school boy and girl who flies a kite knows how Benjamin Franklin with his famous kite and key drew electricity from a storm cloud. But when March comes they are not, we suspect, thinking of this great scientist or of kites as military instruments, but merely as something with which to have great fun. But lest it prove dangerous fun, these safety rules should be followed:

1. Do not fly your kite near light, telephone and trolley wires, or near high voltage transmission towers.
2. Do not use wire or tinsel twine of any sort. Use only cotton string. Wet string is also a conductor of electricity and will cause as much damage as wire if brought into contact with electric wires.
3. Do not use a kite with metal ribs.
4. Do not run across public highways while flying a kite.
5. Fly your kite in open, unobstructed places away from traffic, poles, and power lines.
6. Do not attempt to climb poles or knock down entangled kites with stones.
7. Do not let your kite go over radio aerials.

The National Recreation Association has issued a bulletin, *Kite Tournaments*, which contains suggestions for conducting kite flying contests. Price 10 cents. The Association will be glad to furnish sources of information on how to make and fly kites.



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The Schools in Wartime

"RUN, RABBITS, RUN," calls the teacher, and instantly some twenty or thirty little people disappear, leaving no sign of their presence but an odd foot or two sticking out from beneath the desks. No, it is not a new game for the infants' school; at least, it may be a game to the children, but it is something more than that—it is practice in taking cover against a sudden air raid.

In most schools gas-mask and shelter drills form a regular feature of school life, to train the children to meet a possible emergency without hurry or confusion. The Head Teacher gives the signal and the classes, accompanied by their teachers, file out into the corridors and make their way to the trenches, each taking its prescribed routes. A last look around for any stragglers and then, when all are assembled below ground, out comes the watch. "Three minutes," says the Head, "We can do better than that."

When day raids came the value of these drills was amply proved. The siren took the place of the Head Teacher's signal; otherwise they were conducted exactly as before, the children sometimes

These passages are reprinted from "The Schools in Wartime," issued by the British Ministry of Information on behalf of the Board of Education and published by H. M. Stationery Office, London. Distributed by the British Library of Information, New York. Reprinted by permission of the Controller of His Britannic Majesty's Stationery Office.

being hardly conscious that this was the "real thing" and not just another practice. To tell the truth, the younger children are inclined to welcome change and movement, and the "Sirens, Miss!" rarely lacks a certain air of cheerfulness, especially when the issue of a sweet or biscuit ration may be in prospect. Older children, however, once the novelty has worn off, are less ready to interrupt some interesting piece of work, and exclamations have been heard of: "Bother, there's the old siren again."

This is what happened at a nursery school when the siren sounded during the period of the customary afternoon sleep. The three-and-a-half and four-year-olds—who are "prefects" in this school—were aroused and went in perfect order, carrying gas mask and blanket, down the steps, and took up their places at the end of the shelter, where the caretaker received them. The remaining adult population—eight in number, including cook—formed a chain from the playroom to the shelter steps, and the bundles of two-year-olds, still asleep and rolled in their blankets, were passed from end to end and

deposited on the shelter seats—still asleep! Then whispered rhymes and stories were told the four-year-olds, sweets eaten, and drinks of water given. The whole thing was just a great adventure! . . . Children's resilience is often due to the fact that they so quickly take the tone of their surroundings. Where parents are cheerful and show no obvious signs of fear, as is usually the case, children catch their spirit. When, on the other hand, they show any anxiety, this is in some degree passed on.

The Town Child in the Country

For the younger children from the towns the change to the country has brought to life the familiar school pictures. The cows, pigs and lambs sprinkled over the pages of the infant readers, so long entirely static, have now moved and displayed a never-suspected power. "They're alive, they can walk," said a child of five who saw a sheep grazing for the first time. "I thought they were only pictures, but they're really true."

Little fear of animals has been noticed, but rather blank amazement that the sentences read so earnestly word by word in the classroom really have a marvellous meaning. Then, too, the fruit and vegetables hitherto seen on barrows and in shop windows have been found on trees and bushes, in gardens and fields. "But they're in boxes where I live"; "Ours grow in tins, they aren't dirty like that," have been frequent comments; while the discovery that milk does not

begin its existence inside a bottle has given great surprise. Every infant has, in fact, had the thrill of being a genuine explorer.

Indeed, to all children, irrespective of age or character, life in the country has presented many novelties. Most were impressed by the greater quietness as compared with the din and clatter of the streets at home. To some, this quiet was so strange as to be a source of some alarm until it was realized that it did not mean that everything had stopped, or that something was up. Others noticed the greater distance from school, school was no longer just round the next corner. A real walk to school, possibly taking dinner with you, was something quite new.

But the greatest novelties were to be found upon the farms, where the various activities have been a constant source of interest and delight. In return for these the children are generally found to be entirely willing to forego the lure of the shop window, the rush of traffic, the inevitable fish and ships of their home towns. Even the cinema habit—at least twice weekly with the change of programme—has lost its enslaving grip; although, since films are shown on some evenings each week in many villages, the evacuee child may be taken to them occasionally, as is the country-bred child, for a special treat. The habit of early-to-bed which still survives in the country is being learned, with good results on mind and body.

It is true to say that practically all the children



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have improved in physique, general health, poise and bearing during their stay in the country.

Apart from clean, fresh air they have had the benefit not only of more fresh vegetables and fruit, but often of a change of diet. This has not perhaps always been welcome at first, but has come to be appreciated later and proved most beneficial. Increases in weight and height, rosier cheeks, greater physical strength, have been not mere fiction but sober fact. One London parent, on arrival in the Reception area on a visit, did not recognize her own daughter after five months' absence, and had to be convinced of her identity by the teacher.

New Contacts—New Interests

But the advantages are by no means all simply physical. The experience of living for the first time away from home has given to many children a new poise and self-reliance, and more thoughtfulness for others. Contact with a different way of life and rubbing shoulders with country children—and for that matter, with children from different kinds of homes from other Evacuation areas—have done much to broaden the outlook of those whose lives had been confined to a few streets. Learning to live in someone else's house, to think of others, to entertain oneself instead of being entertained, to realize the worth of those who labour to supply much of the nation's food—all these are elements of education which could hardly have come to most of these children but for evacuation.

They have been forced to find new amusements and have found them readily and naturally in the country. The games of the town streets have been replaced by the interests of the countryside. In town, amusement has often been sought from the old game of "knocking down ginger," throwing stones at empty cans, roller skating on the pavements, hopscotch and many other occupations which seem so often to have a nuisance rather than an amusement value! But in the country children get fun from very different things—fishing, rambling, cross-country running—but especially from helping in the many and varied jobs on the farm or in the garden. In their spare time the children have learned to feed the poultry, to keep the runs and houses clean and to do this or that in garden or allotment. They seem particularly to have taken to looking after animals—calves and pigs—and many have become expert milkers. Boys have often developed into experienced helpers on the land, learning how to use their tools and to guide

simple machinery with practised skill; while some of the girls have become quite proficient milkmaids and dairymaids.

Where the same games are played in town and country alike, such as football or cricket, the fine points followed in procedure are generally those of country custom. Observers of the manoeuvres of mixed groups of town and country children in playground or on village green have sometimes remarked: "The country child has won again," meaning that it has been the country children who have called the tune and the town children who have followed it. Rarely has the country child adopted the manners, customs or speech of the town visitor. On the contrary, the town child has been most eager to imitate those of the country, with the result that, after a time, the evacuees are scarcely distinguishable from the natives, their conversation, both in choice of words and in pronunciation, developing a local flavour. During the first few days of evacuation some damage was done to property and to crops by the town children, but reasonable explanations as to what care should be exercised and why, and more important perhaps, the example of local children, have changed the attitude of the visitors from destructiveness to protection. They have, in fact, become good country folk themselves. And the gains have not been solely to the town child. The children already living in the country have benefited in many ways from contact with their town neighbors.

It may not be easy to generalize on the influence that the experience of the town children will have on their future lives; or to say how many of those who have expressed a desire to live and work permanently in the country will in fact do so. It is, however, safe to assume that they will appreciate the countryside and its inhabitants in a way which would never have been possible before. Many who have fallen under its spell and found something of its charm have acquired a new respect for the country which they will observe when they revisit it—as many will. They will have realized that skill and craftsmanship in some of their best aspects are to be found there, with the village smithy, the shepherd, the ploughman, and, indeed, all who serve the soil. If also they have learned to value such things as wholesome food, sufficient sleep, regard for the property of others, tolerance of others' views, and the ability to fill their free time from their own resources—then they will have gone far to acquiring the means of living a healthy and happy life.

Raleigh Entertains the Service Men

AS THE PRESIDENT of the United States reached into the historic goldfish bowl to draw out the first draft number, many citizens of the old and aristocratic city of Raleigh, North Carolina, sat beside their radios. As they listened to the broadcast, little did these citizens realize the effect it would have on their city and the responsibility that would shortly be placed upon the community to help provide for the leisure hours these men would soon have on their hands.

Raleigh, like other cities of its size in the United States, was caring for the recreational life of its own citizens. Community centers and playgrounds were being operated and a well-rounded program of athletic activities conducted for both children and adults. The citizens of Raleigh were well pleased with their city. One of their leading citizens, Josephus Daniels, had been Secretary of the Navy during the administration of Woodrow Wilson and was now retiring as Ambassador to Mexico to come back home to his people. His son was a well-known writer. All circumstances combined to make Raleigh one of the leading cities of the state.

Citizens Take Action

One morning as Mayor Graham H. Andrews swung around in his high back leather chair, he was confronted by a group of serious-minded citizens with a problem to present. Fort Bragg, the largest field artillery post in the world, which ordinarily cared for 12,000 soldiers, had been enlarged to accommodate approximately 65,000, while the population of Raleigh, fifty-five miles from the reservation and the nearest city of any size to the fort, was only 46,000. Fall maneuvers were in full swing with several hundred thousand troops in the field, many coming to Raleigh for week ends. To add to this, the British had established a recreation camp for their sailors only four miles from the city limits.

These facts, the citizen group pointed out to the

By OKA HESTER
Director of Parks and Recreation
Raleigh, North Carolina

When a city of 46,000 people finds itself host to 65,000 service men, Mayor and citizens may well take counsel together. And that is just what they did in Raleigh!

Mayor, made the situation one of grave responsibility, and the solution of the problem would point the way for other communities the size of Raleigh.

Action was taken immediately. A meeting was called of interested citizens. The editor of one of the local papers was appointed chairman of the Defense Recreation Council, and under his

leadership other committees were formed — some for putting on dances, some for conducting other forms of recreation, and additional committees to meet special needs.

The raising of money to carry on this program was the next problem. Every civic club in the city was asked to contribute to the Defense Recreation Council. This they did and over \$1,000 was raised, making it possible to initiate the program of recreation for the service men.

The Program

An information booth was set up in the lobby of the state capitol to direct men to various activities and facilities planned for them. The Y.M.C.A. offered its services free to the soldiers. The churches opened their Sunday school rooms for social recreation and games. Dances were held at the municipal auditorium. Club rooms were opened for both white and Negro soldiers, and private homes were asked to house soldiers free. An average of over four hundred men were placed in private homes each week end, with the Governor entertaining three or four in the Governor's mansion. The dance committee was taking three hundred girls each Friday night to Fort Bragg to dance with the soldiers there. The British sailors were playing cricket on the football field at North Carolina State College and attracting many interesting spectators.

The city became outstanding for its program of recreation and hospitality for men in uniform. The Army built a recreation camp inside the city to which over five hundred soldiers were brought each Thursday morning until Sunday afternoon.

The provision of recreation for these soldiers became the responsibility of the Defense Recreation Council.

As the funds donated by the civic clubs had been spent by this time, it was decided to include the Defense Recreation Council in the local Community Chest which was having its annual drive. As a result of this, \$4,000 was allocated for the program of recreation for service men.

Soldier orchestras were brought from Fort Bragg and large dances were held one or twice a week. An increased number of soldiers were housed, and the basement of the city auditorium was opened for free lodging, the cots being furnished by the National Park Service. With these added opportunities, the program of entertainment for the men in uniform is being enlarged each day. The Park and Recreation Commission, the Community Chest, the Y.M.C.A., the Y.W.C.A., the Salvation Army, the USO, and many other groups are working to make the program an outstanding success.

And now the Mayor, sitting in his high back chair, smiles with satisfaction as he thinks of the fine spirit of cooperation and understanding between the various groups which has

made possible a well-rounded program of recreation for men who have left their homes to don the uniforms of Uncle Sam and to serve their country in a time of national emergency.



Dancing and dance contests rank high in popularity with the boys who, however, occasionally take time out for a game of checkers



The November 1, 1941 issue of the *Recreation Bulletin* published by the Recreation Section of the Office of Defense Health and Welfare Services, FSA, offers some interesting information regarding the steps which have been taken to meet the needs of men on maneuvers. FSA recreation representatives were assigned to help the smaller communities in their planning. In the Carolinas alone, 172 communities were organized. One step taken was the establishment by USO of a mobile unit which worked in close cooperation with FSA. A feature greatly appreciated by the men on maneuvers was the

Maneuver Movie Unit. When this unit rolled into camp and gave a full run movie with a newsreel, colored cartoon and a regular run comedy, the hundreds of men who sprawled on the ground and stood about the rear of the truck agreed it was a "swell" idea. USO also maintained a bookmobile or library on wheels in the North Carolina Area.

Planning for Present and Future Needs

The planning of recreation facilities and activities for the men in uniform and for workers in defense industries goes on apace. From small community and large city come accounts of what local recreation groups are doing to make their guests feel at home.

"So You've Got Time on Your Hands!"

MORE PEOPLE MOVING IN! Dayton's recreational facilities are ready."

So says the Dayton, Ohio, *Journal-Herald Spotlight* of January 4, 1942, in an illustrated article addressed to the host of defense workers who have moved into Dayton during the past year.

"The Recreation Board of the Dayton Council for Defense wishes it made known to those who are relative strangers to the city that Dayton is a city of and for recreation. If your son is restless, urge him to join the Boy Scouts or the Boys Club or the Y.M.C.A. The same goes for your daughter. She can join the Girl Scouts, the Camp Fire Girls, or the Y.W.C.A. In any of these organizations they will gain physical as well as mental recreation for the building of sound bodies and minds.

"If your child is too young for these organizations, let him partake in the Bomberger Club children's activities. If you adults are interested in arts or crafts, inquire into the activities at the Art Institute.

"Town Meeting classes

(Continued on page 751)

Painesville Plans for the Future

PAINESVILLE, OHIO, a city of 12,000 people, with a number of small businesses and a few large industries in the surrounding territory, has organized a Civilian Defense Committee with a subcommittee on recreation headed by the City Recreation Director, Stanley Prague. In building his committee, Mr. Prague has set up a plan which will provide not only for the present period of emergency, but for post war needs.

Under the direction of the local theater manager, a Commercial Recreation Committee is being organized under which all commercial recreation facilities will unite for a joint program to meet war time and post war needs of the city.

Since its inception the Recreation Department has had local recreation councils planning the programs for their neighborhoods. In the Civilian Defense Recreation Committee organization, survey committees headed by the vice-chairman of the City Recreation Council will go out in their neighborhoods to gather information and make plans for program needs in their own communities. A

(Continued on page 751)

Girls of Indianapolis sign up for membership in the Service Men's Cadettes



Recreation Kits for Air Raid Shelters

WE OF THE UNITED STATES are hoping that we shall be spared the experience of spending hours in air raid shelters. But we have discovered that "it can happen here" and so in response to many requests, the National Recreation Association has prepared some suggestions for recreation kits for air raid shelters as they are related to the home, the school, the apartment house, and the office building.

When the Siren Sounds

(Suggestions for the Home)

You have planned what to do in case the air raid warning sounds and the blackout comes. Like other parents you have decided where the family will gather. You have given the children a share in the responsibility—perhaps Johnny has charge of the bucket of sand; Mary puts up the blackout curtains; Tom is ready with the first aid kit. You have given them a sense of security by making them feel they have a part in the family plans. You have held dress rehearsals, so to speak, so as to avoid panic—just in case.

In other ways too you have fostered this sense of security in your children. Small things—like reading the comics to them, singing a song, playing a game, telling them a story—help avert the fear the present situation might otherwise arouse in them. But if the siren sounds—after the family has done its appointed tasks and gathered in the "shelter"—what then? What will you do until the "all clear" sounds? You can insure your family against hours of strain and fear by preparing for hours of normal, enjoyable activity. There is no better way of sustaining the family morale and peace of mind than by playing together. So—

Prepare Your Recreation Kit Today

Give all the members of the family a part in suggesting and collecting the various items for the kit. The size of your family, the ages of its members, their recreation interests and the size of the room you choose for the

Our readers may wish to know that the material presented here is available in the form of three printed folders—"Meet Your Neighbor," "Waiting for the All Clear," and "When the Siren Sounds." Copies of these folders may be secured free on request. Your are free to reprint any of the material, the only requirement being that credit be given the National Recreation Association.

"shelter" will influence the selection. The expense of the kit will be small. The rewards in relieving tension and in providing enjoyable, absorbing play will be great.

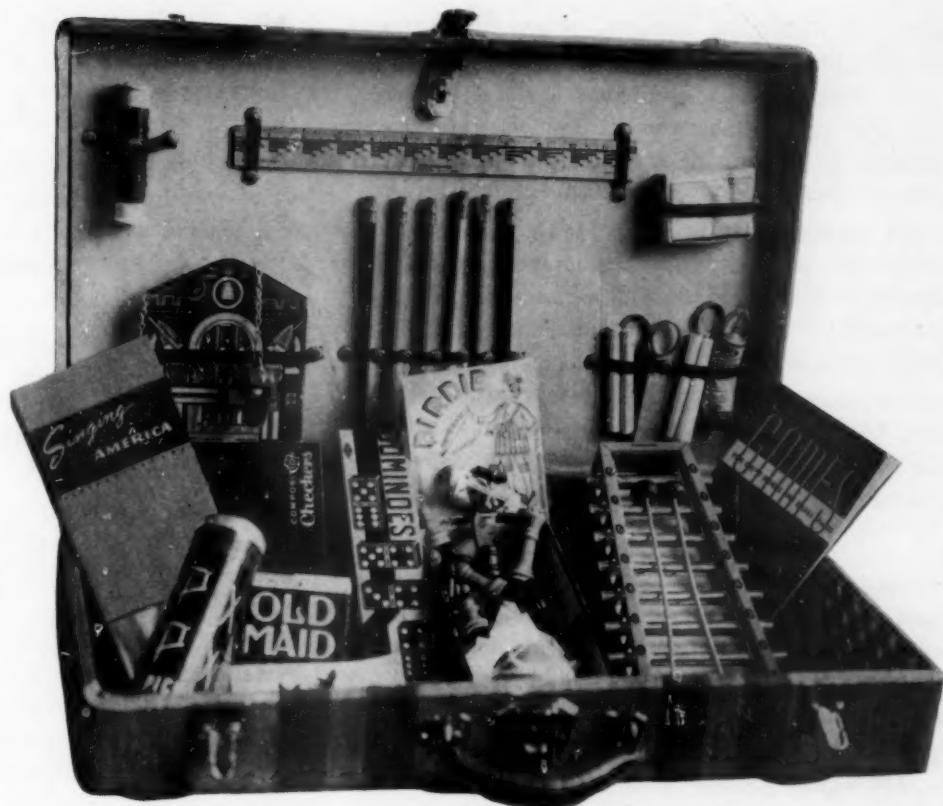
You will need a cabinet, wooden box, chest, carton or other container for the kit, and of course you will keep it at all times in the room designated as the "shelter."

What Goes Into the Kit

Your kit will be of your family's own choosing. It will serve the recreation interests of every single member, but it probably will contain some of these items:

1. **Favorite Toys**—To small children, such toys represent the normal, secure world in the midst of possible confusion. Include the doll, the baby panda, the dumbo, or the little red train.
2. **Pad and Pencils**—Useful for simple but interesting drawing games, guggenheim, ghosts, guessing games. The pencils may be stubs that you have collected and sharpened.
3. **Books**—A familiar storybook for the small children. Short stories, humor, anthologies or collections of poems for other members of the family.
4. **Game Book**—With suggestions suitable for the home.* (See footnote on following page.)
5. **Games**—Chinese checkers, dominoes, jacks, checkers, pick-up-sticks, lotto—the selection here is wide. Choose those that can be played by the whole family. Concentrating on a game is a good way to forget inconvenience or possible danger.
6. **Chalk or Crayon**—For use in marking off game areas on the floor or wall, or for keeping score.
7. **Anagrams, Crossword, Jigsaw, and Other Puzzles**—Like games, they keep the minds and hands busy.
8. **Card Games**—Such as Authors, Pit, Hearts, Michigan—the family's favorites.
9. **Modeling Clay**—Some form of non-hardening modeling material will interest anyone in the family.

A sampling of the games, toys, books and various types of equipment which may be included in recreation kits for air raid shelters



10. Magazines, Scissors, Crayons, and Paste—The making of a scrapbook and coloring pictures will keep young children busily occupied for hours.
11. Harmonica, Ukelele or Kazoo—(Non - playing members of the family may veto this suggestion.)
12. Bean Bags, Quoits, Rubber Balls, Nests of Boxes or Tin Cans—For use in throwing, bouncing, tossing and similar games.

13. Radio—It furnishes not only essential defense information but also entertainment. A portable battery set will be useful if electric current is cut off, or if there is no outlet in the room.

The recreation kit has all the essentials for play, except the most important ones—the ones that come from within yourself. Your attitude, your courage, your enthusiasm will determine the attitude of your family.

And just in case "it" DOESN'T happen, and you don't need to wait for "all clears," the Recreation Kit will make a welcome addition to your family life. It will bring your family together in comradeship. It will mean pleasant family evenings and hilarious rainy days.

A very wise man, Joseph Lee, who knew children and believed in play, once said: "THE FAMILY THAT PLAYS TOGETHER—STAYS TOGETHER."

*A booklet, "Games for Quiet Hours and Small Spaces," designed especially for such use is available from the Association at twenty cents a copy.

Waiting for the All Clear

(School Plans for Air Raids)

School authorities, in cooperation with civilian defense agencies, have adopted definite procedures to be followed in case of air raid warnings during school hours. Specific locations in schools have been selected or designated as places of assembly. Teachers have been instructed to conduct their pupils to these locations and to remain there with them until the "all clear" sounds. Dress rehearsals in the form of drills and practice alarms have prepared pupils and teachers alike for prompt action if the siren sounds.

But after the children are assembled in the hallway, corridor, basement or classroom, what then? What will they do while waiting for the "all clear" signal? Will they have a terrifying experience sitting huddled together waiting for the worst? Or will resourceful teachers insure the children against fear by filling the hours with normal, enjoyable play activities? A play program can be carried on even in the most crowded spaces.

Planning for Play

To sustain the morale and peace of mind of

school children in the "shelters," school authorities can take the following steps:

(1) Assemble in each shelter a simple kit of play materials suitable for use by the group assigned to it; and provide a suitable cabinet, wooden box, or other container in which to keep the kit.

(2) Assign to each shelter one or more teachers who are familiar with recreation activities suitable for large groups of children and who are experienced in conducting them.

(3) If there are no teachers who are trained and experienced in recreation leadership, arrange for a brief training institute, seeking the cooperation of the local recreation authorities and defense agencies.

What Goes Into the Kit

The size of the space used for the shelter, the number of children to be cared for and their ages will influence the selection of items for the recreation kit. Teachers and pupils should have an opportunity to suggest what goes in it and should be encouraged to bring suitable play materials for it. The expense of the kit will be small; its contribution in providing absorbing, enjoyable play will be great. No two kits need be identical—they should be of the school's own choosing—but they will probably contain some of these items:

1. **Books**—One or more storybooks or anthologies suitable for the age group.
2. **Bean Bags, Rubber Balls, Quoits**—Simple equipment that can be used in throwing or tossing games and in passing relays.
3. **Game Book**—With suggestions for activities suitable for use in the school.
4. **Alphabet Cards**—For games involving group competition.
5. **Whistle**—Useful in games requiring groups to change or to secure attention.
6. **Collection of Familiar Songs**—Singing is an excellent activity for the shelter. In limited space, action songs can be used to stretch muscles. A supply of SONG LEAFLETS may be advisable.
7. **Pads and Pencils**—Useful for simple but interesting drawing games, guggenheim, ghosts, guessing games. The pencils may be stubs the children have collected and sharpened.
8. **Chalk and Crayon**—For use in marking off game areas on the floor or blackboard or for keeping score.

9. Marionettes and Puppets—These afford great enjoyment to audience and operators. Only the simple types are suitable here. Impromptu shows may be worked out in the shelter, often in relation to stories or songs used in the program.

In shelters serving young children the following may be included:

Magazines, Paste, Scissors—The making of scrapbooks is an absorbing activity.

Modeling Clay—Non-hardening modeling material makes possible interesting, creative projects.

Rhythm Band Instruments—Especially desirable for primary children.

If space permits and numbers are limited, such games as hop scotch, jackstones, authors, or lotto that can be played on the floor may be added to the list.

A radio, preferably a battery set, will provide entertainment as well as information. If such equipment as a moving picture machine, stereopticon or phonograph and records is available in the room used for a shelter, it will help solve the waiting problem.

Play Activities in the Shelter

Activities must be primarily for the group as a whole because in many school shelters the number of children will be large and the quarters restricted. Guessing, memory, and obedience games are especially suitable for such conditions. Action songs and stunts, from the simple ones for kindergarten children to those popular with high school students, also merit a place in the shelter program. They provide an opportunity to move the arms and legs, furnish amusement, and demand concentration and coordination on the part of the children.

Some features may be introduced in which a few children perform for the entire group. In English school centers classes have planned and rehearsed home talent entertainments to be given for the whole school, classes vying with one another in producing the greatest variety of numbers. For many activities the children can best be divided into groups which either compete with or perform for the others simultaneously or in turn. Activities of this type such as relays, acting out stories, alphabet games, charades and spelling bees require little or no equipment.

Equipment games for small groups, such as Chinese checkers, parchesi, and monopoly, and games using many small pieces or counters such

as jigsaw puzzles are not practical in school shelters serving large numbers of children.

Competent leadership is clearly needed to carry on the play activities in a manner that will arouse the children's interest and sustain their undivided attention. School authorities have a responsibility for assigning such leadership to every shelter. Many teachers are well trained and qualified to perform this task but if competent leaders are not available, it is essential that teachers be given special training to prepare them to conduct the shelter play program.

In case the siren does not sound, the knowledge of recreation activities and methods gained by the teachers in such training courses will be found exceedingly useful day by day in the classroom and on the playground. If it does sound, the teachers can develop in the shelters a spirit and attitude on the part of the pupils such as prompted the little English girl to remark, when she heard the "all clear," "Please, teacher, may we go on with the air raid?"

Meet Your Neighbor

(For Apartment Houses and Offices)

American communities, especially along the Pacific and Atlantic seaboards, have prepared for action in case of air raids. Defense agencies have instructed people in what to do in case of air raid warnings and blackouts. Essential equipment has been secured and volunteers have been enlisted to enforce regulations and prevent panic. In office buildings, apartment houses, factories, churches and public buildings, specific locations such as apartments, floors, corridors, or other rooms have been selected or designated as places of assembly. People know where to go but—

What Will They Do When They Get There?

Many apartment dwellers—in suburban communities as well as in cities—do not even know the names of their next door neighbors. In office buildings people ride up and down elevators with folks who work on the next floor, but never learn their names. Yet in case of air raids they may be thrown together for long periods of time. In some shelters there will be children, youth and adults; in others, only

The National Recreation Association has compiled a set of its publications felt to be especially useful in planning recreation activities for air raid shelters. It includes directions for mental games and games for small spaces; songs, stunt songs and rounds; charades; and suggestions for storytelling and many other activities. This kit may be secured for \$1.00. A list of the booklets and bulletins included will be sent on request.

grownups. People in church, in a "movie" or a community center, or on the street when the siren sounds will seek the shelter that has been provided. And then, what will they do until the "all clear" sounds? Will they sit staring glumly at each other or will a real spirit of neighborliness and cheer be developed in the center?

Play Provides the Answer

There is no better way of sustaining group morale and peace of mind than by playing together. Managers of apartment and office buildings and similar structures can insure their tenants against hours of strain and fear by planning for normal, enjoyable recreation activities. To accomplish this two steps are suggested:

(1) Prepare a kit of recreation materials and equipment for use in the shelter.

(2) Select an individual or committee who will accept responsibility for planning and conducting a recreation program in the shelter.

The Recreation Kit

Many recreation activities suitable for use in a shelter cannot be carried on without simple equipment. Hence the need for a recreation kit. This may be furnished by the management of the building, by the tenant group, or jointly by both. In any case, the expense of the kit will be small whereas the satisfaction resulting from its use will be great. The size of the shelter, and the number, ages and interests of the people likely to use it will determine the games and other materials to be included in the kit.

The kit will need to be kept in a cabinet, wooden box, chest or other container. Of course it will be kept at all times in the room or other place designated as the "shelter" and the various items in it are not to be taken away.

The Contents of the Kit

Each kit will be different but some of the following items will surely be included:

1. **Radio**, battery set if possible, will furnish information as well as entertainment.

2. **Games**. Several sets of games that can be played by large numbers, such as Bingo and quiz games, also games smaller groups

can play at a table or on the floor, such as Chinese checkers, anagrams, parchesi and dominoes; also card games such as Authors, Pit or Rook.

3. **Playing Cards.** Bridge or pinochle enthusiasts can be happy for hours with a deck of cards. There are many other old favorites—Michigan, Hearts, I Doubt It. In case you *have* forgotten them, add
4. **The Official Rules for Card Games—Hoyle Up to Date**—for use in settling disputes!
5. **Crossword, Jigsaw and Other Puzzles** attract spectators as well as players, and help keep the mind off possible danger.
6. **A Collection of Familiar Songs.** In case the group is large or varied, SONG LEAFLETS will help.
7. **Game Book.** One or more members of the group should become familiar with games suitable for the shelter.
8. **Bean Bags, Rubber Balls, Quoits**—simple equipment that can be used in throwing or bouncing games and in relays.
9. **Alphabet Cards**—for games involving competition between groups.
10. **Whistle**—useful for the leader in conducting active games.
11. **Musical Instruments**—if there is known talent in the group. Where space warrants, a piano will be a great aid, not only in community singing but for individual or small-group entertainments.
12. **Pads and Pencils**—useful for many interesting drawing, guessing, and pencil and paper games like guggenheim and ghosts; also for score-keeping in other games.
13. **Library**—books and magazines for those who prefer to read.
14. **Table Tennis or Dart Games**—not practicable unless there is ample space. Only a few can play at a time but many can enjoy watching.

People can take part in many of the activities which the kit makes possible while they are standing or seated on the floor, but they will be more comfortable if seats are provided. In several apartment houses the tenants have furnished the vacant apartment designated as a shelter, contributing bridge tables and lamps, tables, radio or victrola, as well as material for the recreation kit.

Activities in the Shelter

Leadership will determine largely the extent to which people enter into activities in the shelter and the spirit with which they participate. For this reason the appointment of one or more individuals with natural leadership ability and with some training and experience in conducting recreation activities is important. These leaders will care for the recreation kit, see that everyone has an opportunity to use it, initiate games and other activities appealing to the various age groups, help people become acquainted and make sure that no one is overlooked.

The program of activities will vary according to the space and equipment available and the ages and interests of the people served. If children are to be cared for, special activities will need to be provided for them. On the other hand many activities such as action songs and stunts, guessing games, charades, spelling bees, alphabet games, and relays appeal to old and young alike. Furthermore they can be played in a relatively small space.

In case groups are fairly small and space is adequate, table games and similar activities are likely to be stressed. These include card games requiring playing cards and other well-known types, equipment games like Chinese checkers, parchesi, monopoly, chess, jigsaw puzzles and anagrams. They are widely popular, require varying degrees of concentration and can be organized on a contest or tournament basis.

Entertainments may be planned and presented by individuals and small groups, using dramatic stunts, pantomimes, sketches, and musical numbers. If small children are present, they may act out stories told or read them by the leaders. Folk dancing, square dancing, or social dancing may be enjoyed in shelters where space permits.

In case the raid does NOT come, it is likely that the fun of preparing the recreation kit, the prospect of good times using it together, and the opportunity to meet the neighbors that has resulted, will create a more friendly spirit in the apartment house, office building or community center. It may be that get-togethers will be arranged, raid or no raid!

Note: Leaders of Camp Fire Girls, early alert to the need for providing recreation during black-out periods, have made up kits small enough to be carried to meetings under their arms, yet containing material diversified enough to entertain a

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Senior Service Scouts

Girl Scouts, Inc., develops a program designed to equip Senior girls to aid in the war effort

By ANNE L. NEW
Girl Scout National Staff



Paul Parker Photo

AFTER TWO AND A HALF YEARS of war England regretfully reports a rise in juvenile delinquency—in most cases definitely traceable to war conditions. After only two months of war the United States reports local increases in juvenile delinquency—usually in key defense production areas or in the neighborhood of large army camps.

Anyone who must help young people solve their problems of constructive recreation knows that these are not small matters. The boys and girls whose wartime nervous excitement can find no useful outlet will become a dispossessed generation that may once more lose the peace. And if, as many of us fear, this is going to be a long war, we must provide training and useful occupations for our young people at once in order to have the fresh supplies of workers and soldiers needed for victory.

Even before America had entered the Second World War, the Girl Scouts, drawing on their thirty years' experience and current reports from Girl Guides of Europe and Britain, were preparing a program especially designed to meet the wartime needs of teen-age girls. The program is called Senior Service Scouting and it was launched in October, 1941, almost two months before Pearl Harbor.

The Y.W.C.A. has pointed out that the Forgotten Man of 1942 is the high school boy who is

They are serving as messengers for air raid wardens, offices of civilian defense, and other groups concerned with national morale and protective services

deserted by girls who prefer to go out with soldiers. One of the chief aims of the Girl Scout civilian defense program for older girls is to give high school youngsters plenty of useful things to do and learn at their own level, advancing to more grown-up jobs only after they have had careful preparation—and always with adult supervision. Another aim of Service Scouting is to provide immediate constructive outlets for girls' wholly admirable desire to help their country. Girls at once have opportunities to serve in simple ways; as they win the right to wear the Triple-S emblem and cap, they acquire skills that enable them to serve in other, more responsible ways. The final aim of Senior Service Scouting is that everything a Service Scout does should be done, not as a mere short-term service activity but as a natural outgrowth of a girl's attempt to live up to the code of ethics expressed in the Girl Scout promise and laws. Senior Service Scouting is not something different from other Scouting. It is an adaptation and grouping of certain Scout activities for wartime needs. It is part of the world movement

which for more than thirty years in all parts of the world has called girls to do their duty to God and country and to offer friendship and unselfish service to others.

Senior Service Scouting, then, is an adaptation for senior high school girls of the general defense activities of all Scouting. Senior Girl Scouts must have the written permission of their parents or guardians before they can take up the specialized work of the Triple-S. This permission should include permission to participate in emergency service if the Scout is called on.

To make sure that adolescent strength won't be overtaxed, every Service Scout must have had a recent health examination. She must have had a standard Junior Red Cross First Aid course or its equivalent sometime during the first year that she is a Senior Service Scout, and in addition, must prove her ability to do a number of useful things. It is suggested that she demonstrate:

1. She has an intimate knowledge of the community in which she serves and can get around it both in daylight and in the dark.
2. She knows how to build an outdoor fire, even under difficulties, and to prepare food on it, including several kinds of one-pot meals and some type of bread. She knows the simple principles of cooking indoors or out of doors.
3. She is able to pack an overnight kit within a limited time with common necessities.
4. She knows what to do in case of fire and the principles of fire prevention.
5. She is able to live out of doors—knows how to prepare a primitive shelter, make a bed on the ground, construct sanitary arrangements, and so forth.
6. She can use ordinary tools and implements safely and with fair efficiency—needles and scissors, ax, knife, shovel, hammer, saw, pliers, screwdriver. (Others may be added.)
7. She is somewhat of a handywoman—able to mend neatly and sew on buttons; to replenish and repair flashlights; to clean, fill, and use an oil lantern or lamp safely; to replace a burned-out electric fuse safely, and so forth.
8. She is skilled in some special mode of transportation—roller or ice skates, bicycle, horseback, skis, snowshoes, automobile, boat.
9. She is able to send and receive simple messages accurately in International Morse Code by buzzer, whistle, flashlight, or similar means.

10. She knows something about the care and feeding of animals, such as chickens, rabbits, pigs, sheep, goats, and cows (including milking).
11. She knows something about gardening—how to prepare the earth for planting and how to care for growing things and how to harvest the crop.
12. She is able to swim and knows about rescue and resuscitation as recommended by the Red Cross in the Junior and Senior Life Saving Courses and in the Water Safety Instructor Course.
13. She knows how to care for a bicycle, including the mending of a tire; and knows something about the routine care of an automobile and how to make minor repairs even though she may not be old enough to have a driving license.

With this list as a starter, it's plain that many girls have a good deal to do before they can officially be called Service Scouts. But that seems to be only a minor obstacle. The Triple-S insignia which is based on the standard civilian defense insignia, stands for certain definite training and ability. Girls are impressed with the fact that it is not to be lightly worn. They have responded to the challenge by eagerly signing up for First Aid courses, handywoman courses, pioneer camping courses, and any other training that a local group may need. In general, a girl who is already a First Class Scout has already met all or most of the requirements. Girls who have never been Scouts before are coming flocking for this special training.

Senior Service Scouts specialize in one of four fields of service: food; child care; transportation and communication; clothing, shelter, and recreation.

A good many girls are starting their work on food by taking nutrition courses; others have turned camp station wagons into emergency canteens; others are planning a season of gardening, harvesting, and canning—a routine already followed by many troops last year. Before the Senior Service program was officially launched, an experimental course in nutrition was conducted in New York City under the sponsorship of the New York Department of Public Health and the Girl Scout Council of Greater New York. Enrollment in the course was limited, but in spite of attempts to keep the number small the demand was so great

that the original figure of sixty-five had to be raised to eighty-five. Almost all who began the course completed it and were presented with certificates by Dr. John L. Rice, New York City Health Commissioner. Dr. Rice announced that because the course had been so successful, material used in it would be the basis for the city-wide defense nutrition training. Seniors who had taken the course were charged with the responsibility of passing on what they had learned to the other girls in their troops.

Many Seniors are specializing in the field of child care. One of their most useful jobs is taking care of children for mothers who need free time to volunteer for defense work. Sometimes they do this by setting up day nurseries (with adult supervision) to which mothers can bring their children. Sometimes they give their services free for "babysitting" or other child care at home while mothers work at the Red Cross or the office of civilian defense. Girls who do this sort of work usually are required to complete a course in nursery care of infants or toddlers.

In transportation and communication, Seniors appear as messengers for air raid wardens, offices of civilian defense, hospitals, and welfare agencies. Some of them, in addition have rigged up trailers for their bicycles—the trailers are usually children's express wagons—and with these trailers they assist in collecting scrap and waste paper. Saves rubber, too.

Clothing, shelter, and recreation offers a wide range all the way from collecting and reconditioning old clothes for the Red Cross to making children's games out of unpromising or makeshift materials.

Seniors have made surveys of emergency bed space for hospitals and have taken training that prepares them to act as nurses' assistants.

Girl Scout local councils all over the country report that Senior Service Scouting is the answer to their girls' demand: "Let us help too!" Troops are being organized as fast as possible but much remains to be done. There still aren't enough leaders to meet the need.

The Girl Scout organization, nationally and locally, has recognized the importance of expanding its work as rapidly as possible to help avoid the kind of situation that England is already facing—a large group of young people who might be

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Many Senior Scouts, after taking courses in baby care, are helping in day nurseries or well baby clinics short of professional help



Paul Parker Photo

Cellar Game Rooms as Air Raid Shelters

IF YOU HAVE never had a game room in your cellar, now is the time to arrange one. A room of this kind will not go to waste if the bombs never fall!

After you have selected the portion of your cellar you will use and you have secured the necessities for your physical comfort, your next step is to provide the facilities for your family's entertainment. The first thing to do is to take a radio to your game room shelter, if you have two in the house. You may receive instructions from your civilian defense officers or you may get music and entertainment from a station not in a bombing area. Provide reading matter as books or magazines, and be sure to keep some children's books handy if you have children in your family.

Try These Games

Now you are ready to set up your games. You are limited by the size of your cellar. If it is fairly large you can set up a table for table tennis. This is a game mother, father and the children can play. Your table is stationary and once placed in the cellar will stay there. But your paddles and balls should be checked so that they are in the cellar and not in the living room after the air raid warning is sounded!

Indoor quoits are always popular, and rubber quoits can still be purchased. When they are no longer available, make your quoits of half inch rope. Hobs made of wood on a wooden base is all you need to play many games of quoits. The standard distance between hobs is 15 feet for high hobs and 18 feet for low hobs. In high hobs only ringers count, while in low hobs points are given for nearness to the hob. While 15 and 18 feet are standard distances, the game can be played with any distance between hobs. The distance you use is determined by the space available.

Chess, checkers, Chinese checkers, pick-up sticks, monopoly or carroms are all good games

By IRENE WELTY
Superintendent of Recreation
Allentown, Pennsylvania

In this article Miss Welty offers some suggestions for the use of a cellar game room as an air raid shelter provided, of course, that the cellar is constructed in such a way as to make it suitable for this purpose. "It is better to be busy than to sit and wait," she says. "An hour is a long time when you are watching the hands of a clock go round. So look over your cellar, decide what space you can spare, and start planning your games and recreation. You may find this will become one of your most popular rooms."

because they require concentration. Select the ones your family likes and be sure all the necessary material for the games is in the cellar.

A card table and two decks of cards can be used in many ways. Bridge, of course, makes hours seem like minutes for many adults! But for bridge you must have four players. This may not be difficult because several families may seek refuge in your game room. The simple game of snap can be played by the children and any number can

play. Since you cannot go to telephone and call up a friend to fill in, it will be well to have games such as these in mind. One of the books you should keep in your cellar is, "Official Rules of Card Playing According to Hoyle." You might find directions for new games which you would enjoy very much. The book can be purchased in the 5 and 10 cent store.

If you have little girls in your family, paint a hopscotch court on the floor. Be sure to have a rubber heel, and they will be all set for play.

Jacks and a ball will provide play for the girls; marbles for the boys. You will find that in a little while the girls will be playing marbles and the boys, perhaps, jacks—since their pals will not be seeing them!

There are many dart games on the market. The most popular is dart baseball. Many games can be played with darts, and it is not necessary to purchase them because they are very easy to make. Secure a piece of beaver board the size you desire and with heavy crayon mark the designs you wish. It may be a baseball diamond, a football field or any other layout.

With two canes or sticks and six small embroidery hoops, you may have a game of Ring Toss. Two players hold the canes and the other two toss the rings for them from a line about twelve feet distant. They try to catch the hoops on the cane. After twelve hoops have been thrown,

(Continued on page 755)

Nature Recreation for Defense

By WILLIAM G. VINAL, Ph.D.

Extracts from Section 3 of a report of the Committee on Nature Recreation, Society of Recreation Workers of America

IT HAS been taken for granted that nature recreation for defense is a necessity. The unequal distribution of natural resources is said to be the cause of World War II, and nature's raw materials will decide the outcome of this war. It is these same necessities which will have to be considered when fighting stops. Equally important is the human spirit and unity of purpose.

In democratic nations human freedom—freedom to be oneself in off-duty time, and freedom to serve in free time—is vital at all times and especially when it contributes to morale. There are certain ways in which nature recreation activities are a part of the network of national duty. A few of them will be mentioned here.

It would seem that the crux of nature recreation for the enlisted men should be programmed for fun in park areas near the center of Army and Navy concentration. Millions have been spent to make these public areas suitable for recreation and for conservation. These areas may again become the scene of public work programs in the depression that may follow the war. Worth-while trips may open the eyes of interested men to new professional fields. In any case, such a program will serve many men with the inborn urge of nature hunger as well as the immediate need for recreation. The trained leader must

It may well be that this 4-H Club member from Tennessee will later become a nature recreation leader



be willing to take the men out for sheer fun and must know when he can mix in a little education. It would be better for him to make the mistake of having

too much fun than that of simulating the pedagog. When the men ask for the technical details he should be able to give them. Until then he is out to give the men a whale of a good time and in a rugged fashion. Some activities that appear to be particularly suited to such a program are given. The imaginative leader will be able to think of many more:

Some of the Activities

Hobby groups, so that stimulating programs can be furnished in leisure time—in weather, astronomy, insects, outdoor cooking, map trailing, foraging for food, in fact, anything that a group is interested in. If two service men have a healthy hobby encourage them to get together and ride it.

Landscaping of the post might be for recreation and job training. The fellow in the office might like to transplant a tree in time off, and the fellow with the pick and shovel might welcome the chance to work with blue prints and roadside beautification under proper guidance in the evening.

Nature photography clubs to take pictures of scenic areas, birds, large mammals, geological formations.

Conditioning hikes which would not be merely a foot race up the mountain, but a trip to places of natural interest, such as Mammoth Cave, the Indiana Dunes, the Grand Canyon, the glacier, to be explained by someone who knows the scientific interpretation. There are just conditioning hikes and there are conditioning hikes with a purpose.

Poisonous plants, snakes, and insects of the area. Collect, chart, and present the picture. Maybe an exhibition case to show how such pests are fighting for the Axis. The adjoining case might take care of superstitions and "propaganda about nature."

A travel booklet on outstanding scenic and historic features within fifty miles of the post. The making of the pamphlet would be a better experience than using it. Auto-caravan trips with a mileage chart are worth while.

Camouflage in nature, defense in nature, hypodermic needles in nature, the laws of struggle for existence, survival of the fittest, and other great principles can be made interesting.

Visits to bird sanctuaries, natural history museums, fish hatcheries, and state forests should be educational as well as recreational. Take the men back of the scenes and let them know why a vista was made here, in what way the stream was improved, what is meant by native landscape, what is meant when it is said that flowers need protection, and the million of other queries that will arise when the men are once exposed to the situation. If the trip results in a desire to make the post a bird sanctuary, that will be a real accomplishment.

Want-to-know-it Clubs. The enlisted man may (and should) know soils, trees, seasons, insects, stars, streams, in fact all the things that are suggested in the Boy Scout Handbook. There is an amazing variety of outdoor experiences. He should surely know something of outdoor economics, sub-marginal land, conservation, and transportation. He must be given new interests and responsibilities. He must be as self-sufficient out of doors as possible. Primitive industries, even to weaving and making soap, are in order. General Mac-

The Nature Activities section of the Recreation Congress at Baltimore endorsed the defense recreation program, especially the portion having to do with education-recreation activities, and recommended the enlistment of volunteers to lead trips which would stress the enjoyment of scenic, scientific and historic values in the vicinity of concentrations of service personnel and defense workers. The Society of Recreation Workers of America, in full agreement with these recommendations, appointed a committee on nature recreation. Dr. Vinal was made chairman of this committee. Other members of the committee are Reynold Carlson, John Doerr, E. Laurence Palmer, V. K. Brown.

Arthur has taken to the woods. The more we are prepared the better we can do the same thing.

Winter sports and mountain climbing can be for warfare training or for fun. The man who can ski, the man who can ski and subsist, the man who can ski and subsist and know mountain craft will not only have a lot of fun, but he is reinforced as a soldier as well as in morale.

Understand Your Terrain. If the camp area seems a "God-forsaken place" to get out of as soon as possible, it may be a lack of understanding on the part of men who have known nothing except the congested neighborhoods of large cities. The nature leader may not be able to do much with certain mentalities, but the presence of ten or fifty trained nature explorers in a concentration of 30,000 men coming from all walks and interests of life might be a leaven. It takes all kinds to make up a city. Camps, like cities, can have standards of tastes. This goes back to the organizations and cultures within that city or camp.

Values of Nature Recreation

Nature recreation is the life line to "America, the Beautiful" which we defend. There is no point in singing "I love thy rocks and rills" if you don't know a rill when you see it. "Alabaster halls" may not mean a thing. "Fields of waving grain" may not stir a ripple in our hearts. We are no stronger than our attitudes, appreciation, and morale.

We have made a tremendous investment in parks. They should be used, not so much for midways, roller coasters and hot dog dispensaries, as for places for leisure-time leadership on a broad basis—for the understanding of our fellow man, for appreciation of beauty, and for the cultural offerings made possible by a democratic civilization. We have the leaders, we have the areas, we have the people with a hunger for nature. Let us unite to build the program that our people deserve. In this time of disaster, let us make a constant effort to present that which is good, peaceful, and beautiful.

(Continued on page 752)

Vegetables for Victory

By VAN EVRIE KILPATRICK

Executive Vice-President

School Garden Association of New York

EVERY MAN, woman and child in America wants to help win this war—yes, and win it quickly. Every youngster in our rural districts is now ready to do his "bit." Wide fields cry out for his hoe and rake. For food will fight—sandbags will not.

But the city child—especially the "teen age"—what can he do?

In 1918, the United States School Garden Army, over one million strong, was formed. More than one hundred schools in New York City, registering about 75,000 pupils, cultivated gardens at their schools. Each week, as the vegetables were harvested, they were recorded at market prices and taken home by the pupil gardeners "f.o.b." mother's kitchen. At the season's end, the gross estimate of the produce value from all our school gardens was above \$17,000. In addition, 32,000 home gardens were registered through the schools, but their produce was not computed.

As an interesting exhibit, note the story of one of these school gardens at P. S. No. 27, Queens. George W. Dorland was then principal, Martha E. Knot, garden teacher. In

Can city youngsters grow vegetables?

In answering this question, Mr. Kilpatrick reviews some of the achievements of the School Garden Army who performed such valiant service during World War I. At that time he was appointed by the Board of Education of New York City to command the city's division of this great army.

a plot in the school yard, 50' x 100' in area, \$402.28 worth of vegetables was grown computed at market prices. The most productive crops, out of nineteen kinds of vegetables raised, were carrots, beets, chard, lettuce, beans and tomatoes. Even peanuts, endive and kale were cultivated.

In addition to the gardens at schools, six hundred boys from twenty selected schools cultivated a ten acre farm in the Bronx and another ten acre farm in Brooklyn. These boy gardeners paid their transportation in return for all the produce which they took home. At least 100,000 New York City children took part in these war gardens.

How Did We Do It?

The Board of Education appropriated funds to employ a garden director for the season, garden teachers to care for all school gardens during the summer vacation, and funds to purchase supplies. Each garden enlisted a garden club of at least twenty-five pupils, supplied with seeds, tools, fertilizers, and some labor for heavy

In World War I, nineteen different kinds of vegetables were raised in the War Garden at Public School 27, New York City



work. The garden teachers took charge of gardens and garden clubs during July and August only. According to its area, each garden was programmed from two to ten hours each week, and was in charge of a teacher who reported in writing weekly to the Director. The Director personally supervised all gardens.

What We Learned

Food gardens must have good soil; vacant lots are frequently not tillable; gardens must have sun-light most of the day; shady gardens under trees or behind buildings are useless; a rotted barn-yard fertilizer is essential, but commercial fertilizers can be used effectively during the season; used gardens give best results; cultivation reduces water requirements though a water outlet in a garden is always desirable; reliable seeds only should be planted; few tools are needed for beginners, in New York—hoe, rake, trowel, line, weeder, and can. We found out, too, that crops suitable to the neighborhood should be planted—in New York—radishes, beans, carrots, beets, lettuce, chard, cabbage, tomatoes for children; that certain vegetables—peas, radishes, spinach and lettuce (these crops should be planted in April) will not thrive in the heat of July and August; that culture of certain common vegetables is too difficult for children, among them cauliflower, kale, celery, asparagus; and that when needed, insecticides should be applied early by adults. We also learned that flower borders should be maintained (in New York, plant about May 1st); that cultivation should go on during entire season; that most gardens should be fenced; that some vegetables grow best from transplants—tomatoes, cabbage, head lettuce; that all vegetables can be saved by canning, drying or distributing to Red Cross and hospitals; that it doesn't pay to plant lawns, city parks, golf links, or roadsides; and, above all, that vegetables should be harvested as they mature.

We Made These Gains

Vegetables are much tastier and more nourishing when eaten fresh soon after harvesting. The use of vegetables where they are raised does away with the labor and expense of transportation.

The "man-power" required to produce the food of our country, and indeed the food of a large part of the world, will be greatly assisted if we accept the willing work of the "teen-age" army even in cities.

School cooperation in bringing together the needs of the domestic science department, the

luncheon service and the school garden is of special advantage.

Conservation of all vegetables, not immediately usable, by canning, drying, or other means of preserving is a highly commendable gain.

There Are Other Social Gains

"Morale." The urge to do something worth while must be met. Like adults, children are aroused to "do." Gardening offers that something to do. Food will win. This conviction awakens and sustains morale. It is realistic. War hysteria, so prevalent, must soon disappear under blows that give assurance to every worker.

Education. The aftermath of this war must be the free man. The education of the child far transcends the food he can grow. For the basic education follows the conquest of the soil. This conquest was the occupation that civilized the human race. The final result of this inspired fight by children to grow vegetables for victory will be more truly educated men and women.

Health. If the human body depends upon wholesome exercise for best health, then no exercise could be more complete than gardening. In the open air with every muscle in play, gardening is ideal. But the striking gain of vegetables in variety as food is that they furnish an essential diet of various health-giving qualities. More vegetables for health and victory!

Subsistence Farms. One of the most striking rural changes of the last few years has been the rapid industrialization of farms. Originally the American farm produced a great variety of foods. The farm family lived first out of the crops then it sold the excess. Now the farmer raises produce for sale and buys his food at the village store. This practice tends to deprive the farmer of his former economic independence. In the South, for example, if a farmer cannot sell his cotton, his family suffers great deprivation. If he had grown diversified crops, he would have at least enough to eat.

The great gain of teaching millions of children in this country how to grow their food through their own labor cannot be over-estimated. They will come into manhood prepared to carry their own weight.

Not farming for profit, but farming for food! These children who cultivate victory gardens must grow up to appreciate the worth of their own labor.

The vision of a better world is ever before those who encourage victory gardens for children.

I Love the City

I READ WITH great interest the article entitled *Hobbies and Happiness in Old Age* by Professor Landis, in the January issue of RECREATION. I must, very respectfully, take exception to the findings of his class in sociology.

I am a transplanted farmer. I was born and reared on a farm in Ohio and I had farms of my own for fifty years. I loved the land and all the activities connected with its cultivation. I loved the life of our widespread community; for many miles in every direction there were no strangers—only neighbors and friends.

Then, when I was seventy, we moved to New York City. There were a few people who shook their heads and said the usual things about uprooting people in later life, and how hard it would be for us to find new activities and interests, and harder still to be suddenly inactive after a full and busy life.

My wife and I, however, had none of these feelings. I don't believe many farmers have. If farmers were as low-spirited as that, it would go hard with the rest of the population, for they would probably starve to death. Two things—among many others—a farmer has to have: resourcefulness and adaptability, and they are good currency anywhere. They don't drop away, either, just because one has passed what is considered the meridian of life.

The change from country life to life in New York did not present itself to us as a problem, but as an opportunity. Here, within easy reach, were many things we had long wished to see and to do. Farmers are, many of them, concerned not only with corn and wheat and livestock, you know. You've never really heard politics and religion threshed out unless you've been around farming regions. Living close to the earth does not dull the faculties. A dull farmer would be just as dull, perhaps more so, were he a lawyer or a carpenter.

Almost the first thing we noted in New York was the extreme friendliness and neighborliness of the city people. After one or two visits to a

grocery store, the manager was an old friend. He, I learned, was a farm boy from Ireland. The green grocer where I found fine vegetables and fruits saw that I looked at them with a professional eye, I suppose. He, too, it turned out, was a farm boy, from southern Italy. We soon

understood each other perfectly and became firm friends. So it was with the clerks at the Post Office sub-station in my district, and the letter carrier on our route.

The superintendent of my apartment house noticed that I spent a great deal of time whittling and carving and working at other handcrafts. His hobby is mechanics, and he has a little machine shop in the basement. He offered me some space and I have a pleasant, adequate workshop and manage to turn out and to sell a number of articles.

We visited several churches in our neighborhood and were received with cordiality at all of them. Our membership in one of them has been a happy and interesting experience. We have a large congregation drawn from many walks of life and from many parts of the country. We even have a considerable number of native New Yorkers, and that, I am told, is remarkable, for it is a standard joke that one never meets native Manhattaners.

We have not found ourselves neglected nor passed over because of our age and the fact that we are country folk. Everybody has shown great interest in us. I am constantly being called upon to tell gatherings at our church stories of farm life as it was in the eighties and nineties. My wife is kept busy giving out recipes and demonstrating arts and skills she inherited and was taught by her country forebears.

I am inclined to think that no academic investigation could ever get to the heart of a question such as this. I doubt very much whether the method of interviewing would extract reliable information. Most people unwittingly become a little unnatural when being interviewed, particularly if they are not used to it. And bright young college folk would probably have their minds already

(Continued on page 753)

It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

AUDUBON Wildlife Tours in the Sacramento Valley have been announced by C. A. Harwell, California representative of the National Audubon Society. For information address Mr. Harwell, Room 614, 114 Sansome Street, San Francisco.

Bird-Banding. "Bill and the Bird-Bander," Edna H. Evans. John C. Winston Company, Philadelphia, 1940. 220 pp. \$1.50. A story of the Florida islands for junior high school students.

Bird Food. A large dish of sunflower seed with a booklet on bird feeding attached and, apropos of the times, a large "Keep 'Em Flying" sign.—From *Pittsburgh Park Nature News*.

Camping. Cornell University, under Dr. E. Laurence Palmer, is sponsoring a course on living out of doors in an effort to train leaders to help lessen the discomforts of possible evacuees from bombed cities who may have to live off the land.

Clean-up Campaign. Boy Scout leaders, East Boston, Massachusetts, made "spot maps" of places that needed cleaning. Newspapers, landlords, storekeepers, and tenants cooperated. The city's Sanitation Department trucks and nearly a hundred Scouts also helped.

Defense. Streamline your defense program. National Wildlife Restoration Week is April 12-18, 1942.

Handcraft. "Hands That Built New Hampshire." The Story of Granite State Craftsmen—Past and Present. (American Guide Series.) Stephen Daye Press, Brattleboro, Vermont. Illustrated, 288 pp. \$3.00. Wilderness crafts which have been revived and are now taught by the League of New Hampshire Arts and Crafts. Frank Staples, genial recreation leader in handcraft and nationally known to craftsmen, was a champion of the cause.

Hobbies. "Science Experiments with Ten-Cent Store Equipment," John Lynde Carleton. International, XIV, 1941. 256 pp. \$1.60. Two hundred clever stunts with scientific explanations.

"Nature recreation for children, patients and evacuees is an important factor in national defense," says Dr. Vinal. "Nature culture, like the satisfaction which comes from playing a violin, can be achieved only by training and practice." For information on the subject of nature recreation and defense we refer you to an article by Dr. Vinal on page 741. Don't miss this.

Gardens. Make plans now for your club gardens. Catalogues are out. Help the children to teach parents not to waste seed and fertilizer and jeopardize soil.

George Washington Birthplace. National monument, Wakefield, Virginia, called the "Athens of America." A giant

hackberry, a fig bush, a 125 year old boxwood, the atmosphere of a Virginia planter's life, and a colonial garden enclosed by a hand split picket fence. Here are sage, hyssop, horehound, rosemary, sweet myrrh, sweet lavender, and others. Admission to the area is ten cents. Send to U. S. Park Service for 1941 booklet.

Log Cabin Construction (Extension Bulletin 222), by A. B. Bowman. Extension Division, Michigan State College, East Lansing. May 1941. 54 pp. 15 cents.

National Forests of California. A new map is available. Address U. S. Forest Service, 760 Market Street, San Francisco.

Natural Theater. Denver, Colorado, has dedicated the Theater of the Red Rocks. Indian dances, a symphony orchestra, and choral singing were featured. At an elevation of 7,000 feet, rock formations 300 feet high form the back of the stage and flanks.

Pine Cones for the fireplace. Keep a supply hung by the mantle in an onion bag. Paint with shellac. Before it dries sprinkle as follows: yellow flame—common salt; red flame—strontium chloride; green flame—barium chloride; orange flame—calcium chloride; blue flame—copper sulphate; purple flame—lithium chloride.

"Ponds for Wildlife," Farmers Bulletin 1879, U. S. Department of Agriculture, July 1941. 45 pp. 15 cents. Since every recreation director has a park (or two) and every park has a pond (or two), every recreationist should know something about management of wildlife in park ponds. This is it.

(Continued on page 753)

WORLD AT PLAY

Craft Shop Popular in Lancaster

room at the rear of the community building. This little shop, equipped with a wood-turning lathe, complete set of wood-turning tools, a sanding machine, and a jigsaw is used daily by from sixty to seventy-five boys and girls. In the evening the shop is used by adult groups from the neighborhood and occasionally by church groups. The girls have a cooking class there and there is a room for dramatics. In addition to serving as a workshop, it is a source of supply for equipping Lancaster's other centers.

An Outdoor Memorial to Writers

constructed a memorial to California writers in Joaquin Miller Park. The memorial has taken the form of an open air temple in the woods arising five hundred feet up a stone stairway past pools and cascades, an open air theater, and on up to the Temple of Honor on the hilltop. There is a stage 40 by 80 feet with complete lighting equipment. The present capacity of the theater is 3,000 but will eventually be 7,500.

Adjacent to Woodminster and the fountain and cascade in Joaquin Miller Park, is a picnic unit and fire circle combining facilities for group picnics and meetings. The tables and benches provided accommodate seventy-five people, and the stove unit has facilities for broiling and general cooking.

Go "Behind the Scenes" for Parents

to go "behind the scenes" twice a year and watch plays in the making at the senior high school. Each semester the community is treated to a free dramatic exhibition and demonstration by members of the Playcrafters Club, sixteen-year-old dramatic group. Boys and girls demonstrate the art of make-up, presentation of readings, use of music, and then put on several one-act plays, some

THE Lancaster, Pennsylvania, Recreation Association has developed an art craft

of them of their own writing. Meanwhile, in the exhibition rooms, articles made by the Playcrafters are on display. These include figurines which are costumes in miniature, marionettes, hand puppets, shadow figures, model lights, sound machines, masks, scrapbooks, scene sketches and model sets.

Every member in the club contributes to these semi-annual programs. Programs in blue and gold are presented to each guest and refreshments are served at the close of the evening. Since there is no admission charge, all expenses are paid from the club treasury. The club plans to continue these programs which not only provide the students with practical experience and acquaint the people with their work, but also assure the club of whole-hearted cooperation from the community for future events.

Fiftieth Anniversary to Be Celebrated

THIS year the Association for Childhood Education is celebrating its Fiftieth Anniversary.

Thirty people became charter members of the International Kindergarten Union, as the Association was known in its early days, at the first meeting held in a Baptist church in Saratoga Springs, New York. Today its membership of 37,000 includes teachers, administrators, students, parents, librarians, social workers, and others interested in children. Through 492 local branches and 31 state associations, the organization works to improve the quality of teaching and educational opportunities for children.

The observance of the Fiftieth Anniversary will open with the Golden Jubilee Convention in Buffalo, New York, April 6 to 10. Later local branches and state associations will celebrate this event. Further information may be secured from the Association for Childhood Education, 1201 Sixteenth Street, N.W., Washington, D. C.

Combating Juvenile Delinquency

AN organization comparable to the Police Athletic League (PAL) of New York City is

being formed in Chicago under the sponsorship of the Chicago Crime Prevention Bureau to combat juvenile delinquency. According to this plan play-

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grounds will be established in different parts of the city, each playground under the direction of a member of the police force qualified to teach athletics. Baseball, football, and basketball teams will be formed to play in the Chicago Police Athletic League for Juveniles. The playgrounds are to be equipped through funds donated by interested individuals and organizations.

High School Planned for Community Use— The Benjamin Franklin High School, built in New York City at a cost of \$2,450,000, has just been opened. This high school, located in Harlem, will accommodate over 3,400 pupils. The building has been planned so that it will serve as a general community center open twenty-four hours a day, seven days a week. In the case of this particular school, a custodian fee which organizations usually have to pay in order to use New York City school buildings will be waived. This high school will serve as an experiment in extra use of school buildings and may be repeated in other public schools in New York.

There is of course a large recreation program already under way in many New York schools

under the direction of the Division of Recreational and Community Activities of the Board of Education.

President Roosevelt Advocates Baseball—"I feel it would be best for this country to keep baseball going. There will be fewer people unemployed and everybody will work longer hours and harder than ever before. That means that they ought to have a chance for recreation and for taking their minds off their work even more than before.

"Baseball provides a recreation which does not last over two hours and a half and which can be obtained for very little cost.

"Incidentally, I hope that night games can be extended because it gives an opportunity to the day shift to see a game occasionally."

The Athletic Badge Tests and Physical Fitness—Many readers of **RECREATION** are familiar with the Athletic Badge Tests issued by the National Recreation Association many years ago. With the increased emphasis on physical fitness, these tests have a real contribution to make to the campaign for fitness now being conducted.

Pamphlets describing the tests are available and a single copy will be sent free on request. Attractive bronze badges are available for the boys and girls passing the tests. Because of the increase in the cost of producing the medals it has been necessary to increase the price to fifteen cents.

Evening Centers in Springfield, Illinois—The Playground and Recreation Commission of Springfield, Illinois, is operating eight evening recreation centers in school buildings from 7:00 to 9:00 p. m. The gymnasium is used for a program of basketball and volleyball, and there is a game room at each center with ping-pong, target games, checkers, dominoes, anagrams, Old Maid, and other kinds of table games. There are craft projects for boys and girls as well as men and women, choral groups at a number of the centers, and girls' clubs.

The Role of Camping—The February issue of *The Camping Magazine* is a special number devoted to a consideration of the question, "What is the role of camping?" It presents the results of the discussion of the Workshop held in October under the auspices of the W. K. Kellogg Founda-

tion, together with significant papers on other areas of the roles of camping by Dr. W. H. Kilpatrick, Barbara Ellen Joy, James L. Hymes, Jr., Fay Welch, and Lloyd B. Sharp. The report which is most attractively illustrated is a real contribution both to camping and education and should go far in helping to clarify the function of organized camping in our organized society.

Copies of the February issue of *The Camping Magazine* may be acquired at \$1.00 each from the American Camping Association, St. James Hotel, Minneapolis, Minnesota.

Joe Louis—There is no reason why we should completely hide from public notice the fact that Joe Louis had so much of his early experience on the Detroit playgrounds. It should be a matter of pride to all friends of the recreation movement that when Joe Louis was asked what he intended to do when he found himself in the Army he replied, "Do what they tell me." When Joe Louis was asked how it felt to be fighting for nothing, he replied, "I was not fighting for nothing. I was fighting for the United States Navy."

National Boys and Girls Week—National Boys and Girls Week will be observed this year from April 25th to May 2nd. The observance has a fourfold purpose: (1) To develop the potentialities of our boys and girls; (2) to acquaint the public with local boys and girls work; (3) to emphasize the importance of the home, church, and school; and (4) to emphasize the responsibilities of youth citizenship. A Manual of Suggestions and other material may be secured on request from the National Boys and Girls Week Committee, 35 East Wacker Drive, Chicago, Illinois.

Music Educators to Meet in Milwaukee—The biennial meeting of the Music Educators National Conference, which will be held in Milwaukee, Wisconsin, March 27th to April 2nd, marks the thirty-fifth year of this conference. A number of special events will make this conference an outstanding one, among them a music festival presented by pupils of the public schools, a church choir festival or five hundred singers, and a concert by the All-State High School Band. Further information may be secured from Conference Headquarters, 64 East Jackson Boulevard, Chicago, Illinois.

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A Governor Who Played Volleyball—A. E. Genter, Director of Recreation in Pontiac, Michigan, writes that Governor Murray D. Van Wagoner, or "Pat" as he is affectionately known as in his home town of Pontiac, was a member of the Exchange Club Volleyball Team in the Recreation Department League for five or six years.

N.E.A. Convention to Be Held in Denver—During the coming summer Denver, Colorado, will be host to the National Education Association convention which begins on June 27th. The dele-

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The Scottish Country Dance Society of the United States,
write to Beal's Games, Inc., 277 Fifth Ave., New York City



gate who goes to Denver will be able to enjoy a delightful vacation or he may attend summer school if he wishes. Within Denver itself and at distances only a few miles from the city are located universities which will offer unusual summer school opportunities this year.

Information may be secured from Miss A. Helen Anderson, Denver Public Schools, 414 Fourteenth Street, Denver, Colorado.

Music and Morale

(Continued from page 708)

buy them. We shall need to depend on our own personal resources such as these musical ones for our enjoyment and recreation, and for keeping our life wholesome and zestful.

All the world will need music then. And since the erstwhile greatest centers of musical culture in Europe have lost or submerged this phase of their life, we in America must preserve and carry it forward in our own life. We must carry forward this universally needed source of renewal and sustenance of the humane spirit in human affairs.

The Horizon Club

(Continued from page 722)

vice for Victory Program, scouting their towns, and consulting with Civilian Defense officials for work in which they can be most helpful.

Everywhere the clubs have engaged speakers and organized discussion groups on the all-important subject of personality, citizenship and the meaning of democracy—how they can best contribute to its strength.

Thus, these teen age groups have worked out a constructive outlet for their ideals, desire to give service and be important in their communities; finding, at the same time, through their many parties, camping trips, hikes, teas and entertainments, a most satisfying outlet for their need for happy good times.

Recreation Kits for Air Raid Shelters

(Continued from page 736)

variety of children under very trying circumstances. Miss Mary Fiedler of the National Field Staff has been carrying around with her in her visits to various cities a kit which is arousing enthusiastic interest. These are the articles included in a stout manila portfolio:

General Supplies. Paper; pencils; crayons; scissors; slate (to keep scores and for drawing pictures); slate pencil.

Games. Jacks and ball; jack straws; tiddley-winks; deck of cards; wire puzzles; modeling clay; crossword puzzles clipped from newspapers.

Books. Game book; story book (*Mary Poppins*); *Reader's Digest* (for the one who doesn't want to play games); poetry (on cards).

Musical Instruments. Recorder or shepherd pipe. (Some kits contain mouth harps.)

Sources for Kit Material. Game Books: *Handy Kits*, Cooperative Recreation Service; *Parties—Musical Mixers and Simple Square Dances*, *Games for Quiet Hours and Small Spaces*, National Recreation Association; *Handbook for Recreation Leaders*, Children's Bureau. Song Books: *Singing America*, National Recreation Association.

Different leaders have different ideas, and the kits vary in some respects. The kit is kept inviolate to use in case of emergency only, which gives it added allure for the girls.

These are the leaders' kits. The Camp Fire Girls are supplying themselves with Memory Recreation Kits, learning several songs, games, and folk dances well enough to teach them to a group who may be detained together in an emergency. This Memory Recreation Kit, Camp Fire leaders feel, should be an asset on many happy occasions not remotely connected with the war or other disastrous emergencies.

"So You've Got Time on Your Hands!"

(Continued from page 731)

start February 1st and will include courses in forty different subjects. Dramatics, music, art, foreign affairs, and many other subjects will be included on the program."

Dayton has a twofold problem of taking care of 2,000 men in uniform now stationed at Patterson Field as well as offering recreational opportunities to more than 15,000 new residents in the city and 100,000 more in the immediate area.

All agencies in the city are cooperating under the Defense Recreation Board. A Service Club has been established for the men in uniform which is functioning with great success. A second committee arranges for all dances and recreational activities outside of the Service Club. "So far," writes Robert K. Murray, Supervisor, Bureau of Recreation, "no additional facilities have been added for civilian defense workers, but all agencies have expanded or adjusted their programs to meet the increased load."

Painesville Plans for the Future

(Continued from page 731)

Facilities Committee will search out the possible recreation facilities in the entire city. As the Survey Committee learns of possible leadership and program needs, it will approach the Facilities Committee for places in which to contact programs either in the entire city or in local neighborhoods.

A Committee on Business and Industrial Recreation will have as its purpose the building of a program for the many small business houses of the city. At the same time a division of the committee will study industrial recreation needs and attempt to arrange facilities for activities.

Under this plan the Recreation Department will seek to unite all leisure-time agencies and the general public in an effort to plan for a general recreation program, using all possible facilities and leadership available.



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• Everything you want to know about picnicking—from preliminary planning to the final event on the program—will be found in this new and comprehensive book prepared for the National Recreation Association by Clark Fredrikson.

In addition to the usual program material—games, races, water stunts, and similar activities—there is a section on outings in rural communities and a chapter containing suggestions for special occasions out of doors—and here more than twenty novel outings are outlined. There are, too, suggestions for picnic and outing services, for picnic hampers, and fire building.

You will find this book invaluable.

The price is \$1.25, but if you order your copy before the publication date—March 25th—you may secure it for \$1.00.

National Recreation Association

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Nature Recreation for Defense

(Continued from page 742)

To the young men who seek to enlist for this kind of leadership, I can only say that you must have the courage of your convictions. In the crucible of the service you can learn more about nature leadership than in any other way. You must so believe in the value of nature recreation that you are willing to fight for it all the way. Such spirit should not be cast aside merely because it is the hard way.

You can't love your country if you don't love your land. You may want to go home because of the hills or forest or beach or lake or farm house or surf which do not seem much to anyone else, but which to you is life. Put these together with familiar voices and freedom and you have something to live for, to defend, and if need be to die for.

A Study in Contrasts

The youth movement in Germany seeks to defend the morale, devotion to country, and "soldierly attitude." Of course, it is according to the Nazis' particular brand. We have our brand, too. The counterpart in the United States is not scouting but rather it is the athletic and recreation program at the typical Army base. The meetings of Hitler youth are compulsory, whereas recreation in the United States for the man in uniform is elective. In both programs there is mass singing, drama, and literary expression related to national ideals and physical activities.

The Hitler youth program has special hikes, picnicking, visits to historical areas of national significance, nature lore, topographic reconnoitering, map reading, camouflaging, scouting, photography, and excursions. These are characteristic of the largest youth movement in the world, namely the German youth. Mussolini and Hitler have done that much. Can we afford to do less?

I am asking for the enlisted man a privilege which is equivalent to that of German youth. At least he should be trained to meet him on an equal footing. What, then, is the difference between the proposed nature recreation program for the United States concentration of enlisted men and the program of totalitarian youth? In a word it is this: For totalitarian youth there is no freedom of thinking, press, or assembly.

In the nature recreation program in the United States let us keep our aims for strength and enjoyment through play. Let us furnish a functional

"Mothering Sunday"

"MOTHERING SUNDAY," another name for Mid-Lent Sunday, usually falls in March and is a day which used to mean a great deal in the English speaking Christian world. Our Mother's Day is undoubtedly an offspring of this old English observance.

To many people, the Mid-Lent Sunday is a bright spot in the penitential season before the solemnities of Passion Week and Holy Week begin. The church is often referred to as the "Mother" and the "household of faith," and by various other names stressing the Christian ideal of the Fatherhood of God and the Brotherhood of Man.

On Mothering Sunday it was the custom for all who could to return to the church where they were baptized or in which they grew up, in recognition of this bond of unity, forged by a common faith. Family reunions were often planned for that day, and what could be more appropriate than to bring the family together at church where old neighbors gathered to greet them after the services?

Members of a family who had left home always returned if possible for a visit, and it was observed as a day of happy reunion and rejoicing.

Next to Christmas, Easter time is a favorite time for family gatherings, so we pass along the custom of "Mother's Sunday" celebrated in England centuries ago, thinking some communities might be interested in reviving the tradition.

program in nature recreation that excels any program provided by the Axis partners. Let us provide freedom to read the Bible, Thoreau, Emerson, Daniel Boone, Walt Whitman, Charles Steinmetz, Albert Einstein, Toyohiko Kagawa, and anyone else. Let us indoctrinate the American ideal to the extent that it also is worth fighting for. Let's offer the opportunity of nature recreation with the freedom to select.

Senior Service Scouts

(Continued from page 739)

aiding the war effort but who are a drag on it instead because their needs were not foreseen and met in time. The job is too big for any one agency to do alone. But with the aid of public-spirited women who volunteer their services and the cooperation of busy workers in related fields, the Girl Scouts hope to make a sizable attack on the problem.

"GOOD MORNING"

OUR ever popular dance manual "GOOD MORNING" is now supplemented by fourteen Early American Dance Records, recorded (with and without calls) by Henry Ford's old-time dance orchestra. Four of these have been released since December 1941, and more new records will be announced shortly. They are constantly in demand by clubs, schools, service centers, and recreation groups. Chosen from the "GOOD MORNING" book for their rhythm and simplicity, they include a variety of quarilles, circles, couple dances, and singing calls.

Be sure to fill out the following blank for a listing of these records, as they compose an almost indispensable teaching aid and add to the enjoyment of the well-established class.

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It's Being Done in Nature Recreation

(Continued from page 746)

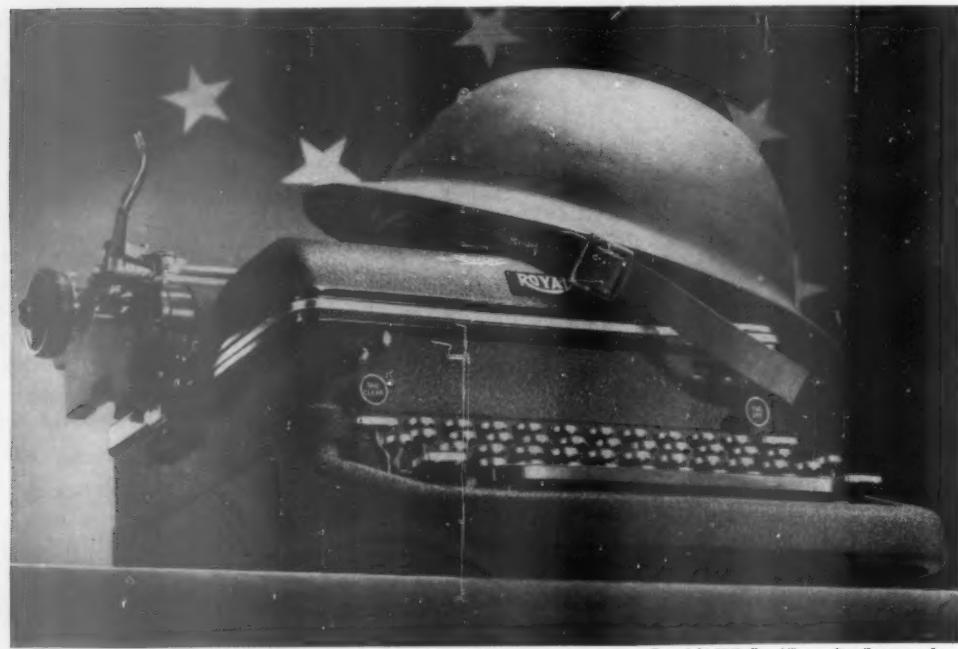
Terrarium. "The School Terrarium" is a new Service Leaflet of the General Biological Supply House, Inc., 761 East 69th Place, Chicago. Their leaflets are free to educational officials. Write for titles of their fifty leaflets which describe interesting projects.

I Love the City

(Continued from page 745)

made up on a question such as this. They might easily put their queries in such a way that they would get the right answers according to their own young notions.

We have been living in New York for eleven years now and I wouldn't have missed it for anything. I am eighty-one years old. Country life, city life—I count it all good. Everyone should have some of each for a well-rounded existence. And it is really never safe to be dogmatic or academic on a subject like happiness. You can't put your finger on happiness and say "Lo, here," or "Lo, there," for, like the Kingdom of Heaven, it is within, and not determined by outward circumstance.



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Old World Easter in a New World Setting

(Continued from page 710)

from the basket by the door which he in turn

places in the basket provided by his next host.

Those of us who have enjoyed the hospitality of our Russian friends at Easter, who have heard the Easter bells ringing, and have stood through church services and weddings—as have most of

The Origin of Basketball

WE ARE PRESENTING here two letters which will be of special interest at just this time. The first is from Dr. Henry S. Curtis, first secretary of the National Recreation Association, then known as the Playground Association of America. The second comes from Dr. Ernest M. Best, President of Springfield College, where the game of basketball originated.

To the Editor of RECREATION:

As one who knew both Dr. Gulick and Professor Naismith rather intimately, I am sure the account in the December issue of RECREATION fails to do justice to the former. Dr. Gulick's was a creative mind. It was his suggestion that led to the organization of the Playground Association of America, now the National Recreation Association, and I happen to know that he had a great deal more to do with the organization of the game of basketball than appears in the account. He submitted to Naismith a pretty full account of what the game should be, and Naismith worked out the details. I have myself always regarded Dr. Gulick as the real inventor of the game.

HENRY S. CURTIS.

SPRINGFIELD COLLEGE
SPRINGFIELD, MASS.

Office of the President

January 3, 1942

MR. HOWARD BRAUCHER
National Recreation Association
315 Fourth Avenue
New York City
Dear Mr. Braucher:

There has always been some feeling among those associated with the beginning of the game of basketball that Dr. Gulick did not receive all the credit which was due him on this project. It is difficult to tell how far Dr. Gulick went beyond the general assignment and suggestions as to basic requirements.

Yours sincerely,
(signed) ERNEST M. BEST.

EMB:G

the people in this small, frontier community, regardless of creed—are grateful, indeed, to that early group of people who stayed behind when the last ships left for Russia. Without them, the church would not have continued and some of the charm of this once wholly Russian settlement would have been lost. Just as the court life which once flourished in Sika has vanished, so the other traces of Russian culture would have gone without an active church to keep them alive. The traditions which have outlived the people, and are now almost community events, make life in this place something a little out of the ordinary.



Cellar Game Rooms as Air Raid Shelters

(Continued from page 740)

the players change places and the throwers take the canes. Each hoop scores one point.

There are many games that can be played with a very small amount of material, but there are many others that require no material at all. The spelling bee, a continuous story with each member of the family adding a chapter to the story, a family quiz, shouting proverbs and charades are all examples of good entertainment without the need of material.

Handcraft equipment should be available. Mother should grab her knitting bag while hurrying to the cellar. Any handcraft that you enjoy will help very much to pass time and be a change from games.

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New Publications in the Leisure Time Field

Storytelling

Bulletin of the Association for Childhood Education, 1201 Sixteenth Street, Northwest, Washington, D. C. \$35.

THIS DELIGHTFUL BOOKLET on storytelling is a compilation of articles by librarians, teachers, authors, and editors. It should be helpful in reviving and rekindling an interest and appreciation for the art of storytelling and, as Irene Hirsch says in her introduction, "cause 'new lamps' to shine far into the darkest corners and old ones which have grown dull through disuse to shine in the hearts of young and old."

Singing Games and Folk Dances

Collected and translated by John C. Campbell Folk School, Brasstown, North Carolina. \$60.

THE SINGING GAMES in this collection, all of which are of Scandinavian source, were previously published in a small booklet called "Singing Games, Old and New." Part II of the booklet contains twenty Danish folk dances which have been found very popular at the John C. Campbell Folk School. This book, with its directions and music, should be helpful to recreation workers.

Plays for Great Occasions

By Rufus Learsi. The Penn Publishing Company, Philadelphia. Cloth bound, \$1.00; paper bound, \$.50.

THE PLAYS offered in this collection are intended for the celebration of ten of our national holidays. Designed to add color and significance to these occasions, they are suitable for school, college, and adult production. All the plays may be easily staged and each takes about thirty-five minutes' playing time.

Designs for Outdoor Living

By Margaret Oithof Goldsmith. George W. Stewart, Publisher, 67 West 44th Street, New York. \$3.75.

HERE IS THE FIRST BOOK to be published which devotes itself entirely to designing private properties for the recreation activities of the whole family. It deals with outdoor rooms, porches and terraces, the equipment of the backyard, play areas for children, recreation areas for adults, swimming and wading pools, bathhouses and logias, outdoor grills, dining areas, and retreats. Throughout beauty and taste in design and landscaping are stressed. There are chapters on Planting in Relation to Living Areas, Water in the Landscape, and Utilizing Natural Features. Beautifully and profusely illustrated, the volume is attractive in form as well as practical in content.

Music as a Hobby

By Fred B. Barton. Harper and Brothers, New York. \$2.00.

THE CASE FOR THIS BOOK has been well put by Ted Robinson, book review editor of the *Cleveland Plain Dealer* in his statement: "If this book had come a few

years earlier, I should now be an amateur musician of the most virulent type. The common sense of the thing, the naturalness and simplicity of it—why did nobody ever trouble to make me understand this before?" And that is exactly what Mr. Barton does in this delightfully written and challenging book. He makes us realize how easy it is for all of us, even though we are not talented musically, to enjoy one of the greatest satisfactions of life.

How to Play Better Basketball

By Ralph Henry Barbour and La Mar Sarra. D. Appleton-Century Company, New York. \$1.50.

THIS BOOK, designed primarily for junior and pre-college players and their coaches, deals with the fundamentals of basketball. A valuable chapter is that devoted to team formation and the responsibility of the director in selecting the right players for the team. Various systems of play are discussed, and a final chapter deals with schedule making, business arrangements, training trips, and tournaments.

Favorite Square Dances—Kit 53

Edited by Lynn Rohrbough. Cooperative Recreation Service, Delaware, Ohio. \$25.

THIS ISSUE of *The Kit*, dedicated to "the old timers who have enjoyed these dances for fifty years," will receive a hearty welcome at just this time when interest in square dancing is sweeping the country. About forty dances as called by William A. Foster of Delaware County, Ohio, are given with music for nine of them.

Playground Surfacing

Bulletin No. 7. Prepared by the Research Committee on Playground Surfacing. John T. Cate, Chairman. National Association of Public School Business Officials. \$50.

THIS STUDY OF PLAYGROUND SURFACING will be of interest to recreation and park executives who are facing problems similar to those of school officials in planning their playground areas. Copies may be obtained from Harold W. Cramblet, 341 South Bellefield Avenue, Pittsburgh.

Planning Rooms for Some Activities of the Community High School

Circular No. 197. Federal Security Agency, U. S. Office of Education, Washington, D. C.

THIS BOOKLET contains articles by a number of educators on the planning of school buildings for school and community use. Of special interest to recreation workers are those having to do with planning for fine arts, for libraries, for gymnasiums and play areas. The material is practical and helpful, representing as it does a report of a study made by the U. S. Office of Education.

Baltimore—"Cradle of Municipal Music"
(25th Anniversary Edition).

By Kenneth S. Clark. Republished by the City of Baltimore.

In an anniversary edition edited by Kenneth S. Clark, the history is recorded of twenty-five years of municipal music in Baltimore, called by Mr. Clark "the cradle of municipal music." For twenty-five years the city has appropriated money for a civic orchestra which has been outstanding in its accomplishments. Many other forms of music have been provided—a municipal band known as "Baltimore's Troubadours" because of the fact that it travels about the city in a truck carrying a portable bandstand; a park orchestra; a colored chorus; and many other forms of musical activities. The development of this unique program is described in an interesting manner in Mr. Clark's brochure.

Try This One!

By Alexander Van Rensselaer. D. Appleton-Century Company, New York. \$2.00.

When the party grows dull, this book of amazing but not too difficult stunts will help save the day! There are about a hundred stunts and practical jokes in this ice-breaking book, which may be used not only for formal and informal parties but for picnics, stunt nights, children's parties, and many other forms of entertainment.

Bibliography of Research Studies in Education 1938-1939.

Prepared by Ruth A. Gray. Bulletin 1940, No. 5, U. S. Government Printing Office, Washington, D.C., \$25.

More than 3,500 research studies in the field of education are listed by the United States Office of Education in this most recent bibliography of research studies based on 460 doctors' dissertations, 2,840 masters' theses, and 269 faculty research studies reported by 174 institutions. The topics are classified under twenty-five main subject headings which include Physical Education—Athletics, Play and Recreation.

Directory of Social Agencies of the City of New York 1942.

Edited by Anastasia H. Evans. Published for the Welfare Council of New York City by Columbia University Press, New York. \$3.00.

With this edition, the *Directory of Social Agencies of the City of New York* makes its forty-fourth appearance since it was started in 1883 by the Charity Organization Society, and its fourth appearance as a publication of the Welfare Council of New York City. It is essentially a cooperative undertaking of all the social agencies of New York City, and almost 1,200 organizations are listed with their addresses and statements on their work and objectives.

Golf in Physical Education.

1941 Edition. National Golf Foundation, 14 East Jackson Boulevard, Chicago. \$25.

This attractively illustrated booklet containing articles on golf, some of them having to do with instruction in the game, has been published by the National Golf Foundation as a part of its extension program designed to help bring about increasing participation in the game by student bodies and to emphasize the value of golf as a carry-over sport.

Park Use Studies and Demonstrations.

National Park Service. U. S. Government Printing Office, Washington, D. C. \$20.

This report, a part of the Park, Parkway, and Recreational-Area Study, is presented in two sections. The first covers the attendance, activity, participation, and prefer-

ence studies conducted in cooperation with the several State Park Agencies in 248 state parks and related recreational areas in 1938. Part II relates to the organization, conduct, and results of park use program demonstrations in 1939. The report is attractively illustrated.

All-American Square Dances.

By "Allemande" Al Muller. Paull-Pioneer Music Corporation, 1657 Broadway, New York. \$50.

This book contains music, calls, diagrams, complete directions, and a glossary of terms used in square dances, quadrilles and lancers, with extra music for schottisches, polkas, and waltzes. The book is designed not only for the caller and the leader or teacher, but for the average group in the home, club, and school. It is written informally, and the purpose has been to make the treatment of the subject a practical one. Arrangements of the music used have been kept simple, and they are also usable for the violin, mandolin, and other melody instruments.

Let's Understand Each Other.

By Eleanor R. Wembridge, Ph.D. The Womans Press, New York. \$2.50.

Mrs. Wembridge believes that just as there are small pictorial volumes on "How to Know the Wild Flowers" and "How to Know the Birds," so there should be a simple, illustrated household text on "How to Know Human Nature," especially the common garden variety that manifests itself in members of the immediate family, with a few rarer specimens included that are less likely to appear among the more usual domestic species. And so she has given us a little book designed to help us understand people when they are under the stress of certain urges or drives, which she designates as drives for ego, sex, and parent-child satisfaction. A very logical and helpful book is this volume about people and the world in which they live.

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Fashions in Defeatism

VAN WYCK BROOKS, writing in the *Saturday Review of Literature* for March 22, 1941, states that whenever man is depressed he has the sense of the proximity of something ugly. Man's sense of power, his courage, his pride decrease with the ugly but increase with the beautiful. When writers destroy our faith, our will to make the world worth living in, we cannot let their influence go unchallenged.

"The young and sensitive minds who grew up in the shadow of the first World War were utterly disillusioned by what they saw. They felt they had been betrayed, and, as evil triumphed, they came to feel that nothing else was real. The triumph of reactionary forces in the years that followed has gone very far to confirm this impression.

"I think our generation will be remembered as the one in which everyone hated, often without visible reason, the town in which he was born. And the writers of whom I am speaking were obsessed with ugly memories, ugly as to material things and mostly as to spiritual. And I thought, well, these towns were not founded with sensitive types in view. They were founded by aggressive men who were seeking an outlet for their primitive forces, and now the sensitive types have appeared and demanded their place in the sun, and their world is not ready to receive them.

"I see on all sides a hunger for affirmations, for a world without confusion, waste, or groping, a world that is full of order and purpose, and for ourselves, in America, a chance to build it." Quoted from "On Literature Today," by Van Wyck Brooks. Used by permission of publisher, E. P. Dutton & Co.

Meaning for Life

"**E**VEN employment, vital as it is, is not so important in modern times as it has been in other periods when—not fancifully, but as a plain matter of fact—it was the life-and-death element in most individual lives. In the society of our days, welfare and health are dependent on having a job; but for any single individual or group literal physical survival does not depend on paid employment as survival formerly depended on success in hunting and fishing.

"Instead, in times of peace and normal living there is a new problem. Then, the really searching, intimate problem for each of us is that of how to develop, out of the new and tremendously changed conditions of modern times, a way of life which makes life worth living, a way of life satisfying and rewarding to the best and finest qualities we have—those qualities which deserve to be called creative. For, if the long-recorded experience of our race proves anything, it proves that living may become intolerable to complex human beings if it is wholly centered on material security, even when comfort is added to safety.

"The raw materials which life offers to the creative instinct are infinitely various. Time itself is one—the hours in every day which recurringlly offer themselves to us, empty vessels for us to fill. Another, one of the simplest, is clay, the mud from under our feet. Out of this, human beings have made uncountable objects of use, and some of supreme beauty. Another, very different, is the presence on the globe with us, of other men and women. We can conceive no finer use of the divine instinct to shape into comely form what it finds in human existence than to make of the relationship between human beings something enduring, stable, and beneficent."—From Chapter on "Meaning for Life," by Dorothy Canfield Fisher, in *Youth and the Future*, the General Report of the American Youth Commission.

